

*The Great Adventure  
of Pedagogy*



Four firsts. The first stagecoach. The first automobile. The Wright brothers' airplane. The student artist is also experiencing his first term in a Junior High School.

# *The Great Adventure of Pedagogy*

BY

*Clara Wilson Sanderson*

TEACHER OF SOCIAL STUDIES

MARINA JUNIOR HIGH SCHOOL, SAN FRANCISCO, CALIFORNIA

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*Dr. George A. Rice*

PROFESSOR OF EDUCATION

UNIVERSITY OF CALIFORNIA AT BERKELEY

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TO

MARGUERITE DALTON SANDERSON,

my lovely mother whose steadfast  
will, kindly enthusiasm, and constant  
self-denial made this volume possible.

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## *A Tribute*

ORCHIDS must of necessity go to the following, for without these people this book could not be published:

To my sister, MARY JANE SANDERSON, for the loan of her complete course in Economics which she has so enthusiastically developed into one of the most popular electives at the Berkeley High School.

To my brother, LEMUEL D. SANDERSON, attorney at law, who refused to see defeat, and brought about success at a time when I felt that all was lost.

To MR. R. F. NEALE, of the McGraw Hill Book Company, whose kindness encouraged me to tramp to other publishers and eventual success.

To DR. GEORGE RICE, of the University of California at Berkeley, who patiently edited this book and refused any material gain.

To MR. J. H. GIPSON, President of The Caxton Printers, Ltd., whose enthusiasm and courage directed his publishing house to launch this novel educational book.

To my darling mother, who could not live to see this book published, but whose Scotch gift of prophecy told me many times the way it would happen.

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## Introduction

TEN YEARS ago she was graduated from this university. Now she strolls over a rustic bridge, and through winding trails, enjoying the glorious vistas stretching ahead. Thick, luxuriant, autumn-colored shrubs and silver-tipped, grey-green trees frame and enhance the beauty of the classic Greek columns of the university buildings. This scene, so remote from the noise and bustle of the everyday world, seems touched by some fairy spell. Here youth is eternal as each generation of young people lives out its college career, giving life to pure white stone buildings and the lovely paths and byways. The music of their voices forms a thrilling symphony. Sports, studies, social relations, and activities make the theme an exciting, changing one which brings unique, haunting nostalgia to any alumnus.

Here was indeed a contrast to the life she has been leading as a schoolteacher. Restless, vivacious young people crowd her small classrooms. Her patience, tact, and judgment are constantly being strained to the breaking point. The university practice classes could not prepare her for the school in most communities. In the university schoolroom conditions are made as perfect as possible. If she were at loss of what to do, supervisors and libraries were there to aid her.

Returning to her campus, she feels that she is now

matured and tempered by her experience in a real school. Faced by almost chaotic problems in large classes, she painstakingly worked out an ordered routine and technique. Her sense of humor, common sense, and good sportsmanship finally came to her rescue in applying college theory as well as the advice of her more experienced colleagues. Unfortunately, much time and nervous energy were consumed in the process of orientation. Sometimes practical solutions to her problems were suggested too late to prevent long hours of unnecessary worry and unhappiness. Gradually she developed a philosophy about such matters. She became able to differentiate between a real problem and a situation which would work itself out. She found William John Cooper's axiom, "The things you do not see help make you a good teacher," to be correct. Problems must be thought out from the pupil's as well as the teacher's viewpoint. A child's code of action must be considered in any judgment as to discipline and grading.

Returning to this enchanted place where her college years had passed so swiftly, she feels a desire to pass on to those who follow some of the best aids gleaned from a rich experience and thus bridge the gap between practice teaching and actual conditions. Thus the young teacher could enter the crowded classroom confident that, no matter what major problem would arise, she could solve it surely. This is the apologia for this book. It is hoped that the paths which have been marked out in the following pages will direct the teacher in training so that some of the magic of the university can be transported to the classroom.

## *Opening the Classroom Door*



## QUESTIONS

### 1

*What teachers stand out in your own educational career as your best instructors? Describe their personality and their methods of teaching. Which do you think impressed you the most—her personality, her methods, or the materials taught? Was there any teacher whom you respected for the learning gained, but whom you could not like? Describe her personality. How could she have improved it?*

### 2

*From what teachers did you learn the least? Why? Was this a lack of method or discipline?*

### 3

*How many stylists can you list from both your college and high-school teachers? Why do you place them in this category?*

### 4

*Does the description of the progressive teacher entirely agree with your concept? Why, or why not?*

### 5

*Read one of the book and magazine references listed at the end of this chapter, or of your own choice of a similar nature, and give your reaction to it.*

## *Opening the Classroom Door*

THE WATER in the harbor lay bright blue and sparkling in the sunshine. The hills and islands nestled close and green in the sweet warmth that pervaded the beautiful scene. Great modern apartments topped the hill points, towering over ugly frame buildings. A shaft of a bridge shot up into the blue sky at the entrance to the harbor, a bridge which when completed joined the ranks of the wonders of the world.

The freighters enter the Golden Gate tired and heavily laden. The great passenger steamers slip in slowly with engines well under control. They bring in the atmosphere of the Orient from which they came. Silks, pottery, and woven tapestries stolen from Eastern temples mingle with incense and heavy perfumes in the oriental Chinatown.

The airplanes fly gracefully about the harbor vying with the sea gulls. The sunshine and the scene speak of intense life and beauty.

Two weeks earlier that same harbor had been darkened by low-hanging fog. The entire United States Fleet had filed past the Golden Gate—the black submarines, the grey battleships, the fleet of silver airplanes buzzing and threatening like birds of war. The chance entrance of a French battleship bearing midshipmen on a practice cruise proceeded slowly among the American ships. The twenty-one guns fired by the French vessel were answered

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again and again by the warships as they passed it. This added the real atmosphere of war to a scene already exceedingly somber.

The children of this city lived in the midst of contrasts, inspiring beauty, tragedy, peace, and war.

Let us go on a sunshiny day to one of the many beautiful schools in this metropolis. The Spanish architecture and landscaped grounds evidence the generosity and artistic appreciation of the community.

Proud of having voted generous appropriations which have dotted his city with beautiful schools furnished without stint, and satisfied with the glowing reports of large graduating classes, a citizen feels no urge to enter these buildings in quest of further proof of what he believes to be a perfect school system.

But now let him follow me into the classroom and let him assay its real values as a living organism. We go in silently, not wishing to disturb. The air is heavy with the combination of steam heat, warm sunshine, and human perspiration. The modern side wall, completely composed of windows, is so tightly closed that scarcely any air or sunshine may enter. The teacher at her desk is young, pretty, and unimaginative. A dead silence pervades the classroom. Even the snapping of binders and the rustle of papers are apologetic in their muffled sound. The notebooks upon which the children are working are neat and carefully planned. The recitations which follow are thoroughly memorized. Any question based upon thought or opinion would shock this class into utter silence. The teacher has learned all the interesting modern methods taught in her university, but she does not use them. She dares not attempt them under the conditions that exist.

Her program is far from ideal. All her classes are forty-five or fifty in number. Most of them are low-ability groups with enough bright discipline problems

## *Opening the Classroom Door*

sprinkled through each to make them all difficult. With as many preparations as she has classes on two or more subjects, with new texts, new courses of study, and no free periods, even a more artistic teacher would be discouraged.

The principal considers her work excellent because he is judging it by his own educational training gained many years before. The German, Johann Sturm, in 1536 would have also commended it, for her technique is that of a stylist. Life, color, and the busy world of contrasts teeming about this great city are all excluded from her classroom. So would schoolmaster Sturm have barred these outside things from his gymnasium, where boys were flogged for the use of their own language.

Let us visit another room in the building. The class we see is busy and active. Some of the group are reading. Other students, having finished the prescribed reading, go from their seats upon their own initiative to one of the desks, where previously prepared typewritten new-type questions on this prescribed reading are laid out. Each student answers the questions while standing so that the teacher can easily see that it is his work, and deposits his paper of answers in a special folder, which is later collected by the teacher. When the child returns to his seat, he completes the assignment at his own speed.

The windows are open to the sunshine and air. The teacher mingles with her students. She helps those who have questions about their reading, and she assists those who wish guidance in activity work. She whispers suggestions to a group who wish to plan a play. Others are editing a newspaper dealing with the historical period that they are studying. They all proceed about their work with enthusiasm, freedom, and ease. The teacher gives passes to representatives of groups who wish to bring back library books to study in the classroom. The development of the subject is limited only by their imagination

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and ability. Crayons, books, and paints are carefully replaced at the end of the period to make the room ready for the next class.

At the close of the day this teacher is happy for two reasons. First, from the teacher's standpoint she has been able to reach everyone in a large class through this grouping. She ceases to be a policeman and becomes the guide and inspiration of an acquisitive group of young people. Secondly, this type of teaching appeals to the adolescent because, having a growing body and a need for mental expression, he must stretch his limbs.

## Opening the Classroom Door

### SUGGESTED OUTSIDE READING

#### BOOKS

- BARR, A. S.: *Characteristic Differences in the Teaching Performance of Good and Poor Teachers of the Social Studies*, Bloomington, Ill., 1929.
- BINING, A. C. AND D. H.: *Teaching the Social Studies in Secondary Schools*, Chap. XI, New York, 1935.
- BRIGGS, T. H.: *Pragmatism and Pedagogy*, New York, 1940.
- COBB, STANWOOD: *The New Leaven*, New York, 1928.
- CRAWFORD, CLAUDE C.: *How To Teach*, Chap. III, Los Angeles, 1938.
- CUBBERLY, E. P.: *An Introduction to the Study of Education*, Chap. VIII, Boston, 1925.
- DAWSON, EDGAR, and others: *Teaching the Social Studies*, Chap. XVI, New York, 1927.
- HART, F. W. (comp.): *Teachers and Teaching, by Ten Thousand High-school Seniors*, New York, 1934.
- MELVIN, A. GORDON: *The Technique of Progressive Teaching*, Chaps. I-IV, New York, 1932.
- MORRIS, ELIZABETH H.: *Personal Traits and Success in Teaching*, Contributions to Education, No. 342, Teachers' College, Columbia University, New York, 1929.
- REESE, W. P.: *Personality and Success in Teaching*, Boston, 1928.
- SHANNON, J. R.: *Personal and Social Traits Requisite for High Grade Teaching in Secondary Schools*, Terre Haute, Ind., 1928.
- WESLEY, EDGAR BRUCE: *Teaching the Social Studies*, Chap. XVIII, New York, 1937.

#### ARTICLES

- CHENEY, M. L.: "An Ideal History Teacher," *Historical Outlook*, 15: 395-97, December, 1924.
- GOLD, M.: "An Ounce of Prevention, or Preliminary Criticism for Student-teachers in History," *Educational Administration and Supervision*, 16: 631-32, November, 1930.
- MATHEWS, M.: "How May I Improve My History Teaching?" *Historical Outlook*, 22: 113-15, March, 1931.

*Teaching Methods Which Give  
New Vitality and Interest  
to the Social Studies*

## QUESTIONS

### 1

*In what ways is a master-teacher like an artist?*

### 2

*Why is education today a more difficult problem for the teacher than it was in the 1700's, or 1800's, or 1900's?*

### 3

*Name and identify the five fields into which Morrison divides teaching. What is a unit? Give a title for a unit in your major field which might be used as a significant part of that study in high school.*

### 4

*What are Morrison's five steps in the Science Type of teaching?*

### 5

*Define the term, Socialized Recitation. State its advantages and disadvantages.*

### 6

*Describe the Colin Scott Socialized Recitation. Do you think that you would find this method helpful in a large class? Why, or why not?*

### 7

*How would you organize a Panel-Forum discussion?*



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### 8

*Describe the Winnetka System of Washburn. How does it differ from the Dalton Plan? What contributions have both individual types of teaching made to education? What features seem practical to you?*

### 9

*What is the real meaning of a project? How would you go about starting a project? How would you assist your class in carrying through these activities?*

### 10

*What is the purpose of the Thirty Progressive Schools Experiment? What will be some of its by-products?*

### 11

*Give a concise report on one of the methods of teaching from supplementary reading.*

---

## 2

# *Teaching Methods Which Give New Vitality and Interest to the Social Studies*

THE LAUGHTER and gaiety of a first-night audience is stilled expectantly as the dimmed lights leave only the glow of cigarettes to outline the massed gathering. Even the great mahogany piano upon the brightly lighted stage seems to wait with the same critical immobility as this fashionable group. The hush suddenly breaks into enthusiastic applause as a small, thin, middle-aged man comes upon the stage. His lean, intelligent face coldly glances over the audience as he seats himself at the piano. Perhaps he has heard of the frigid reception which this same throng gave to a prima donna who had lost her voice. Forgetful of her former glories and ignoring her great artistry, most of them had rudely walked out.

The lean pianist begins after a calm pause. Throughout the whole performance this self-contained artist smiles as at some secret thought. He enslaves his audience as he weaves delicately the reality of life into the pathos, gaiety, and the emotion of music. The plaudits of the crowd mean little more than luxury for himself and family. The praise of the musical critic in the paper next morning will slightly amuse him. This master knows

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wherein he has failed to reach the perfection which he is constantly striving to attain. His own critical judgment finds flaws in the unqualified enthusiasm of all his critics.

The master-teacher also has this power of critical analysis of her own work. The extravagant praise of superintendents, principals, and supervisors cannot make a sincere artist out of an instructor who is merely an exhibitionist. A real desire to lead youth in the light of the accepted truths which science and experiment have worked out, gradually transforms the eager young teacher into the critical artist.

The task of developing a young, pliable child into a happy, wholesome American citizen has become more complicated as society has been increasingly industrialized. The school has been forced to take over a large portion of the functions originally carried on by the home. The teacher, confronted by a constantly growing class enrollment, a continuous expansion in the scientific knowledge of children's reactions to given stimuli, and a new body of subject matter and techniques, must develop a new art of mass education to insure the survival of the individual child's personality and natural gifts and abilities.

The schoolroom should reflect in miniature the opportunities for expression, leadership, and self-control that adult life will later afford. Freedom of expression under the friendly, intelligent guidance of a modern teacher will build up judgment, sense of fair play, and a real appreciation of beauty in all things. This spirit of freedom which permeates the discussion of every subject promotes health of body as well as of intellect. Passive lesson memorization, deadening the soul and the mind of the pupil, never enters into such a classroom. Here creative work brings a joyous response, and school becomes the most wonderful experience in a child's life. Here there are no truants. The instructor will have to revitalize with her

adult powers of generalization, drama, and insight, a subject matter which will otherwise seem abstract and meaningless to the child. The shy should be encouraged to speak and the talkative to listen. Those talented in music or art should be taught appreciation for carefully done vocational work of less gifted, slower students in the group. Modern educators thoroughly realize that the old order has indeed changed. New techniques must be developed to meet the needs of a world that demands men and women who can think constructively and create a better civilization than the one which they have inherited.

Many new methods have already been developed. The progressive teacher should know them all, using only the ones which are best adapted to the problems which confront her. One of the most practical methods is that which has been carefully worked out by Morrison.

He divides teaching into five fields. Each one requires a somewhat different teaching technique because the goals sought are unlike. The first division, the "Practical Arts Type," teaches the individual to use appliances and mold materials. It includes most shop courses, sewing, cooking, dressmaking, drawing, painting, and the plastic arts. The exercise of perfection or skill, however, should never take precedence over the project itself.

On the other hand, the "Pure Practice Type" is the field of learning where mechanical perfection is gained through the repetition of successes and omission of failures. In this case "perfect practice makes perfect." No real thought is involved in the learning process, although the material memorized may be composed of logical, well-arranged ideas.

The "Language Arts Type" is the learning of any kind of continuous discussion where thought or feeling is expressed or received. It includes foreign language, English composition, stenography, and musical expression.

One of the most important of Morrison's categories is

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the "Appreciation Type," which includes the fields of art, religion, and morals. Here the students' reaction alone is expressed whether it be pleasure, distaste, or complete indifference. The foundation for development of true appreciation of any subject is the child's own experiences. The pupil cannot be forced to enjoy or prefer some special piece of literature or music. No young person cares for mere culture as such. All that the school can do is supply the child with an abundance of opportunities to come into understanding contact with that which is best in literature, art, and music. After continuous exposure to these stimuli from the earliest grades, he develops his own choice. In order that this be a correct one, the selections must be made so real that they mirror the different interests in the pupil's life. To make this a pleasurable as well as an intelligent response to cultural influences, the teacher must have the rare ability to inspire the student. Thus will a new world be opened to these eager young people and their lives immeasurably enriched.

When the subject is analyzed it becomes the "Science Type" of teaching. In this phase of the work, forms are studied. Literature and art supply many examples. Thus we see that the Science Type is a mental reflection of the relation between cause and effect which include judgment and reasoning. The adaptation or learning is one of understanding and rationalization.

The Social Science teacher is chiefly concerned with the Science Type of teaching, although she should understand the general principles involved in the others.

Morrison emphasizes the well-recognized psychological fact that learning is an active process. When real learning has taken place the individual is changed. Thus rote memory work is not learning at all. Morrison prevents passive lesson performance by dividing the subject into units, which are important parts of the environment that may be understood rather than remembered. The units

are then broken up into smaller problems by the co-operative work of pupils and teacher.

Each unit in Social Science should be taught in the following manner: The first step is *exploration*. The teacher finds out what the child already knows about the subject. This may be in written or oral form.

If there is a child whose background of the unit is complete enough he may be excused to develop other related topics during the assimilation assignments required of the rest of the class.

The second step in the development is *presentation*. It is at this time that the teacher gives the class an interesting glimpse of the future subject by a short introductory talk. Thus the instructor explains any difficulties which she knows the students are sure to encounter. Although exploration and presentation may appear to be extemporaneous, they are carefully planned.

In the *assimilation of material*, however, the student plays the most important part. This may consist of readings, slides, movies, projects, and plays which the young person may use to study the unit. A mastery test on this material follows this step. This will determine whether or not the pupils may go on to the next step without further teaching.

If the assimilation period has been successful the class is now ready for *organization*. Those students excused from required assignments must now be brought back into the class. The various students pool their knowledge and with the help of the teacher organize this more or less scattered material in the form of a summary or outline. Attention is again focused upon the big points previously brought out in the exploration and presentation of the unit. As children develop in age and technique they will be able to organize the material learned more independently.

*Recitation* follows. This usually takes the form of ten-

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minute talks prepared by the students upon the unit previously studied. The teacher whose classroom you visited always omitted this part of Morrison's method, substituting shorter, more active responses.

In a High Eighth Class the teacher's presentation of "The Struggle for Self-Government" consisted of a description of Samuel Adams and the secret clubs. The class was delighted with the "Caucus Club," which met regularly in the garret of Tom Dawes' house. "There they smoke tobacco till you cannot see from one end of the garret to the other. They drink flip, I suppose, and there they choose a moderator who puts questions to vote regularly."

The class responded enthusiastically to the teacher's suggestion, "Of course, you want to know more about the men of the Revolutionary period. Let us live there secretly with them in some old garret, constantly remembering that these meetings are destined to bring us into war with our mother country." Thereupon the class decided to have its own secret club. After reading the reference in the text each group listed with the clerk the event which it wished to study intensively in order to dramatize the topic later. Then each developed his part of the meeting with the aid of the text, library, and vivid imagination.

During the secret meetings of the club an appropriate poster was placed over the glass on the door requesting students and members of the faculty not to interrupt the profound proceedings. During this meeting each event was presented in chronological order as if it had just occurred. Members of the club added dramatic details as each group developed its chosen topic. A mastery test was given at the close of this assimilation period. The organization of the unit was in the form of an outline developed co-operatively by teacher and pupils. Thus Morrison's mastery formula was completed with "pretest,

teach, test again and teach," until a real mastery or learning has taken place.<sup>1</sup>

The modern world is beginning to appreciate the value of the conference. Long ago the Greeks enjoyed participation in all forms of discussion. When Socrates journeyed to a Greek town the young men spread the tidings of his coming and they gathered quickly to join the informal debate. Often the word came before dawn, and the eager youths traveled by torchlight through dark and cold streets in order to welcome him. While Socrates refreshed himself at his friend's home, the young people politely waited until he was ready to begin.

With the so-called passing of the recitation many modern educators realize that the conference must be revived and adapted to present needs. The teacher-controlled, parrot-type lesson hearing should be abolished. The art of conversation alone causes great mental exhilaration. Both parties are surprised and delighted with the new ideas, thoughts, and conclusions which are provoked by friendly, informal discussion of some interesting topic. How much more can be accomplished by a group discussion where the topic has been prepared beforehand! Here there is the vitality and power of expression stimulated by individual disagreement and mutual help.<sup>2</sup> Educators now recognize the fact that the conference can be so controlled that it becomes a scientific, well-planned technique, which is in itself an art.

The Socialized Recitation attempts to preserve the stimulating qualities of divers ideas and personalities contained in any group, without loss of the spirit of mutual helpfulness.

For instance, creative work on some topic of real interest and value has been assigned.<sup>3</sup> When the members

<sup>1</sup> Morrison, Henry C., *The Practice of Teaching in the Secondary School*, pp. 79, 89, 90, 92, 93, 171, 182, 225, 227, 228, 230, 232, 292, 302, 304, 326, 327, 328, 329, and 418.

<sup>2</sup> Walser, Frank, *The Art of Conference*, p. 40.

<sup>3</sup> Storms and, Martin J., *Progressive Methods of Teaching*, p. 275.



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of the class read their original compositions one of them volunteers and becomes chairman. He then reads aloud his contribution and asks for constructive suggestions and corrections. This pupil remains in charge until the subject has been thoroughly developed. This procedure is continued until every student has an opportunity to have his work discussed by the class. The teacher at all times acts as an expert guide. The wasteful method of replacing the trained teacher with an inefficient student chairman has been avoided, yet the student has had a chance to contribute both as a chairman and member of the class.<sup>4</sup>

Colin Scott has worked out a splendid form of Socialized Recitation in Springfield, Ohio. It is based upon the spirit of competition used in the famous Jesuit schools in the middle of the eighteenth century. Colin Scott adds the art of the conference to their system. Under the Jesuit scheme of teaching the class was divided into two parts. This did not give the individual much share in discussion. Colin Scott divides the section into groups of four. Thus it avoids the evils of modern mass education even in large classes. It recognizes the fact that there is a definite psychological limit to the number of people who can share thoughts and reactions.<sup>5</sup> An alert, interested body of students, competing on every question with constant additions of knowledge, is quite a pleasant contrast to the old-fashioned classroom, where relaxed, indifferent members sat unconcerned until the next question was asked. Under the new system the teacher is an informal guide to an active, interested group, instead of an autocratic, formal, ever-too-active speaker to a passive, bored class of youngsters. The Colin Scott method as developed in large and small classes at Berkeley Senior High School and Horace Mann and Marina Junior High Schools of

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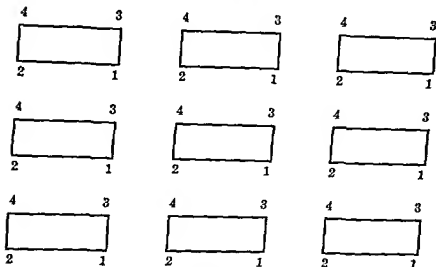
<sup>4</sup> *Ibid.*, pp. 272, 273.

<sup>5</sup> *Ibid.*, p. 32.

San Francisco during the last ten years has demonstrated conclusively that most students gain enriched knowledge and enjoyment from this type of recitation.

HIGH LIGHTS OF THE COLIN SCOTT METHOD OF RECITATION

1. A class is divided into groups of not more than four. They are seated close together.
2. Every member of each group is numbered respectively, 1, 2, 3, and 4.



DESK

1 = seats of pupils.

3. At the tap of the chairman's gavel the groups meet for a conference upon the lesson previously studied. In a large class it is convenient to have three accepted signals thoroughly understood by every child. One tap means attention and silence; two taps, to move chairs into or out of group meeting, as is desired; three taps, to permit soft talking in a conversational tone. Thus the class is always under the teacher's control.
4. In the conference a check is made on the preparedness of each member by the chairman of the group.
5. Each group then carries on a low-voiced discussion.
6. The teacher supervises the class during this conference. She

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explains any difficulties as well as prevents anyone's use of the time for personal advantage.

7. At the end of the conference the chairman calls the meeting to order. He then checks on the preparedness of each group.
8. The teacher now announces for the first time the number in the groups that will recite. (2's will recite.)
9. Then the chairman calls on some group number. The student (number 2) in the group designated by the chairman arises, comes to the front of the room, and takes full charge of the discussion of the question he has been called upon to answer. First he recites on the subject as fully as possible. Then he calls for additions. These may be contributed by any group except his own, of which he is the sole representative.
10. One point is given for the main recitation and one fifth of a point for each addition. Too many additions, however, forfeit the point for the representative's contribution. The group which makes the greatest addition is awarded the forfeited point. When the discussion is ended the representative calls on another group for the next question, who continues the recitation in the same manner. Before the group representative takes his seat he writes the number of his group upon the blackboard, so that there will be no time wasted in calling on groups which have already recited. If the period closes before some of the groups have had an opportunity to recite, the teacher makes a note in her class book. Thus each group is guaranteed an equal chance to recite before the report period is ended and the tallies are counted. An award is given of a raise in credit for all individuals in the winning group. If groups tie they all receive the award as they have earned their reward.

### THE PANEL-FORUM PLAN

The Panel-Forum Plan is another socialized Recitation which is particularly valuable for older students of the ninth through the twelfth grades. The enthusiastic advocates of this method claim that it gives a group of students practice in thinking through some challenging problem. In a few short years these young people will be expected to participate in a democratic society, whose very existence will depend upon the clarity of their vision. Emphasis is laid upon the methods of study and reasoning rather than upon exhaustive research.

## *Teaching Methods*

In the Panel-Forum method, the panel consists of a group of students who are directed by a student chairman, all seated around a table which puts them at their ease, and at the same time allows them to make notes as the discussion progresses. The remainder of the class acts as a forum for questioning of the panel members and for additional discussion and viewpoints.

### *Directions for the Chairman*

1. The chairman must:
  - a) keep the panel sheet which contains the individual assignments for each member of the panel.
  - b) see that the individual members make worth-while contributions.
2. The chairman should prepare by:
  - a) reading the texts. This will enable him to organize the material to be discussed by the panel members.
  - b) working out an equal time schedule for each panel speaker.
3. When the panel begins the chairman should fulfill his duties as moderator by:
  - a) introducing each speaker. When each speaker is finished, he should encourage the class to carry on an open discussion.

### *Directions for the Members of the Panel*

1. Read the required references before trying to work out the part assigned to him.
2. Include the main ideas of the subject which he is to discuss.
3. Not read his report, but refer to his notes when he finds it necessary.
4. Use his own words, not those of his references. Be definite, concise, and accurate.

For example, a High Nine social studies class formulated this panel-forum discussion upon France:

- A. A comparison of two great cardinals of France—Richelieu and Mazarin. (Library references.)
- B. La Grande Mademoiselle. (Library references.)
- C. Louis XIV and his influence upon the creative arts, his wars, and the resultant effect upon the common people. (Library references.)

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- D. The man who might have saved France—the Duc de Burgoyne. (Library references.)
- E. The king who couldn't save France—Louis XV. (Library references.)
- F. The hopeless extravagance of a beautiful queen—Marie Antoinette. (Library references.)
- G. Attempts to save France from financial disaster—Turgot, Necker, and Calonne. (Library references.)

The obvious and widespread criticism of this method is that it is very slow moving and uninteresting to the large majority of the group. A class of any size is soon bored and relaxed. It is only too willing to leave the whole responsibility of the discussion upon the shoulders of the chairman and the small group conducting the panel. When the novelty of this new form of recitation has worn off, the lack of interest on the part of the nonparticipants in the class is even more apparent. This can be offset somewhat if the topic chosen for the panel discussion is a controversial one.

At the close of such a discussion, care should be taken to summarize or outline the material which has been discussed by the different speakers. Effort must be made to keep the great majority of students active in the same manner as the famous Town Hall Meeting of the Air, where the roots of this method probably had their growth.

Thus the teacher must help the chairman by emphasizing and reiterating the points which she desires the class to learn. In such a manner the individual student can be made to feel a personal responsibility by giving him credit for a live question, corrections, or additions. Otherwise, he avoids learning the subject matter. If the panel members are the leading players, his must be a part in the supporting cast.

There are two methods of teaching that have as their goal the adaptation of the schoolwork to each child's skill and speed. The Winnetka and Dalton systems attack the problem somewhat differently.

In the Washburne Winnetka system learning is divided into two groups—social and individual.\* The mastery of skills such as mathematics and spelling is fundamental

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\* Washburne, Catherine W., "The Winnetka System," *Progressive Education*, Vol. 1, p. 11.

but uninspiring, so it is taught individually.<sup>7</sup> Geography is social, so it is taught in groups.<sup>8</sup> A certain amount of time is spent on the mastery of skills. One half of each morning and each afternoon is given to common essentials.<sup>9</sup> The pupil's individual goal books are both a guide and record of his achievement.<sup>10</sup> Special texts and workbooks have been written containing these tasks or goals. They are arranged in grades in order to enable the individual to progress at his own speed with little assistance from the teacher.<sup>11</sup> The teacher does not hear formal recitations. She explains difficulties as they arise in the course of each young person's work.<sup>12</sup>

As soon as the student learns one list of spelling words, after a self-administered test he asks the teacher for a real one. If he passes this, the date is placed by the goal and he is ready to study for the next. Thus students in the same class may be two years apart.<sup>13</sup> The different departments cannot integrate or fuse the required work because no teacher can be sure that any pupil will have completed the goals which parallel the different courses.<sup>14</sup> The group work may consist of war relief for the Europeans, government of their own school, decoration of their classrooms, management of their rallies, or beautification of their grounds. The children are not working towards any goals or tests at this time. They are free to do things which they wish, subordinating their wills only to the desires of the group.<sup>15</sup>

In Helen Parkhurst's "Dalton Plan," the class meets as

<sup>7</sup> *Ibid.*, p. 12.

<sup>8</sup> *Ibid.*, p. 13.

<sup>9</sup> *Ibid.*, p. 12.

<sup>10</sup> *Ibid.*, p. 12.

<sup>11</sup> Garrison, Noble Lee, *The Technique and Administration of Teaching*, p. 221.

<sup>12</sup> Washburne, C. W., *Twenty-Third Yearbook of the National Society for the Study of Education*, Vol. II, p. 80.

<sup>13</sup> Washburne, Carleton W., "The Winnetka System," *Progressive Education*, Vol. I, p. 12.

<sup>14</sup> Thayer, V. T., *The Passing of the Recitation*, p. 199.

<sup>15</sup> Washburne, C. W., *Twenty-Third Yearbook of the National Society for the Study of Education*, Vol. II, p. 81.

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a group but twice a week.<sup>16</sup> The classrooms are fitted out with libraries.<sup>17</sup> The school does not have bells.<sup>18</sup> The teachers in the various departments meet in a conference and plan the integration of their work. The Social Science department contributes the subject content, English the form, and Art the illustration for the required composition.<sup>19</sup> The assignment as planned by the teachers<sup>20</sup> is generally long and complicated enough to cover a month's work with frequent explanations.<sup>21</sup>

These typed assignments, containing interest pockets, are given to the child in each subject at the beginning of the month.<sup>22</sup> The assignments are arranged on the basis of a three-tract system according to mentality.<sup>23</sup> Each assignment has a section called *equivalents*, wherein the student may do extra work and get extra credit for it.<sup>24</sup> The student may spend a whole week on one subject. If he needs help he confers with both teacher and pupils. If he does not wish to discuss the assignment with the master-teacher or other pupils, he may work alone in some extreme corner of the room. Special counselors aid students in budgeting their time wisely so that they can work more independently and efficiently.<sup>25</sup> Individual graphs are kept in the student's notebooks,<sup>26</sup> and class graphs kept on the wall of the subject room, wherein the student may keep track of his progress.<sup>27</sup> Thus a careful check and complete record is kept of each pupil's achievement. Before another month's advance assignment can

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<sup>16</sup> Parkhurst, Helen, *Education on the Dalton Plan*, p. 25.

<sup>17</sup> *Ibid.*, p. 25.

<sup>18</sup> *Ibid.*, p. 12.

<sup>19</sup> Thayer, op. cit., p. 131.

<sup>20</sup> Parkhurst, op. cit., p. 29.

<sup>21</sup> *Ibid.*, pp. 99-100.

<sup>22</sup> *Ibid.*, pp. 25, 29.

<sup>23</sup> *Ibid.*, p. 29.

<sup>24</sup> *Ibid.*, p. 13.

<sup>25</sup> Thayer, op. cit., p. 131.

<sup>26</sup> Parkhurst, op. cit., pp. 129, 142.

<sup>27</sup> *Ibid.*, pp. 127, 147.

be undertaken, the pupil must have completed all the assignments in all his other subjects. When the assignment is complete the student gets back the contract in which he has pledged to do a certain piece of work.<sup>28</sup> This procedure makes the preparation of special texts and workbooks unnecessary.<sup>29</sup> This fact makes it inexpensive to install in any school system which desires to become more modernized. England has adopted the Dalton idea more enthusiastically than the American schools.

Both the Winnetka and Dalton systems have succeeded in breaking the lock step in education.<sup>30</sup> There are no failures in their schools. Those children who have completed only one half of the normal work of the semester go on without discouragement from where they stopped. The normal curve of distribution is not recognized in either of these types of educational philosophy.<sup>31</sup> For them mass education does not exist.

The next technique in point of interest and value is the *project* method. The original idea of the project was to supplement schoolwork with an interesting home problem. After the student had finished the essentials, the course of study was enriched by various projects.<sup>32</sup> Since that time the project has become a well-recognized, essential part of the learning process. Under this system the student develops the concrete thing in which he is interested and learns the theory involved afterward.<sup>33</sup> The class decides what points are to be emphasized. Then they group themselves into committees in order to carry out their plan.<sup>34</sup> If they should decide to make a galleon in the shop, the customary steps in regular shopwork are set aside, and only the technique of making a ship is

<sup>28</sup> *Ibid.*, p. 35.

<sup>29</sup> Garrison, *op. cit.*, p. 222.

<sup>30</sup> *Ibid.*, p. 202.

<sup>31</sup> *Ibid.*, p. 203.

<sup>32</sup> Thayer, *op. cit.*, pp. 229-30.

<sup>33</sup> Kilpatrick, William H., *The Project Method*, p. 4.

<sup>34</sup> *Ibid.*, p. 18.



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learned. Thus the work becomes a vital problem, not a series of graduated lessons to be learned.<sup>35</sup> The teacher must continually guide each committee so that it will carry out a definite purpose and successfully accomplish its aim.<sup>36</sup> While the work is going on, the teacher should be consciously judging the pupil's activity program in the following terms: Is the project worth while and challenging or merely interesting? Does it provide for the pupil's growth as to subject-matter control, skill, better work methods, greater independence, and power in accomplishment?<sup>37</sup> The pupils must judge their own activity, after it has been presented. The teacher may guide the student-judges in basing their decisions upon certain standards of achievement. This direction should be so subtle, however, that even the committee considers it only as a helpful suggestion. The pupil-committee will unerringly point out and correct mistakes in form, such as spelling, printing, color, and neatness. The student-judges generally choose a play because of its historical truth and dramatic power.

The project skillfully used is the one method which stimulates the interest of those young people who have not yet reached the age to enjoy learning as an accomplishment in itself. Regardless of the fine motivation which any teacher can bring to a unit, the student activity sustains and develops that interest, which may remain while life lasts.

When the Low Seventh Grade studied "An Introduction to American Civilization," the club decided to make a series of peep shows in tissue-covered boxes, showing the various stages in the development of power. All phases ranging from muscles to machinery were depicted.

In the High Seventh study of "Changing Civilizations

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<sup>35</sup> Thayer, *op. cit.*, p. 250.

<sup>36</sup> Kildpatrick, *op. cit.*, p. 3.

<sup>37</sup> Garrison, *op. cit.*, p. 342.

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they affected the actual changes which this program made in the lives of the students in the Senior High School and college. Teaching methods which encouraged scientific student-thinking in formulating hypotheses and conclusions were stressed. Veteran teachers outside these thirty schools were encouraged to spend their summer at the workshop to become acquainted with the experiment and its results.<sup>38</sup>

Many educators thought that the Thirty Schools Experiment was too ambitious and all-inclusive to begin with, measured by tests still in the experimental stage, and with results which were not quite statistically correct.<sup>39</sup> But it has created a great amount of accurate evaluation where only the haziest conceptions existed before.

The yoke which the Senior High Schools had rebelled against for years was lifted at last by the colleges. It was up to these thirty schools and their teachers to develop their curriculum and their teaching programs in such a way that their students would be prepared for life whether it be in a college or the world. The resultant responsibility and need for activity and change has brought out many truths which cannot be measured by statistical methods.<sup>40</sup> But as the college committee of the Commission on School and College Relations under the chairmanship of Dean Herbert E. Hawkes of Columbia reported, the preparation for a fixed set of entrance examinations was not the only way to fit a student for a successful college career.<sup>41</sup> The fact that the graduates of these thirty schools could do as well or in some cases a shade better than their classmates with the Latin,

<sup>38</sup> Progressive Education Association, *Thirty Schools Bulletin*, April, 1937.

<sup>39</sup> Chauncey, Deana Henry, "Some Observations on Evaluation in the Eight-Year Study," *The North Central Association Quarterly*, Vol. XV, pp. 257-64.

<sup>40</sup> Fowler, Barton P., "An Appraisal of the Eight-Year Study of the Progressive Education Association," *The Educational Record*, Vol. XXII, Supp. 14, p. 117.

<sup>41</sup> Hawkes, H. E., "Preparatory School Patterns and College Accomplishment," *The North Central Association Quarterly*, Vol. XV, p. 257.

Algebra, and Geometry requirements has opened the eyes of many educators, not only in colleges, but in Junior and Senior High Schools as well.<sup>42</sup> At one time the set requirement in the high school was probably as necessary for success in college as knowledge of Latin used to be to a Roman citizen. But the world has changed from horse-drawn carriages, with all that it implies, to television, technicolor talkies, and airplanes, and the colleges have not revised their requirements to meet it. The university demands many things which have long since lost their meaning. One college requires Physics as a prerequisite if the student wishes to elect Photography, although the world knows that most Hollywood cameramen have never studied Physics.<sup>43</sup>

In this refusal to discard the old as they add the new, the Secondary School and the college tend to overload their courses and thus defeat the very purpose for which they were originally intended. The Cooking course in the Junior High School often includes so much theoretical material on the chemistry of food that the slower students who will probably do most of the cooking are forced to learn it at home. Slow students unable to understand the written recipe are able to cook their Thanksgiving dinner. The Teaching course in college is so laden with theory and verbiage that the young pedagogue, confused, turns back to the old-fashioned methods which were used when she was a student. In a like manner, the Medical course demands so much theory in premedical that it fails to weed out the doctor who is not clever with his hands.

Teachers must accept their responsibility, for no longer will they be able to excuse their methods or their subject content because it is in the course of study. As the college lifts its requirements, the boards of education will do

<sup>42</sup> Aiken, Wulford and Marjorie, "The Eight-Year Study of the Progressive Education Association," *Educational Method*, Vol. XX, p. 310.

<sup>43</sup> Bromley, Dorothy Dunbar, "Education For College Or For Life," *Harper's Magazine*, Vol. CLXXXII, p. 413.

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<sup>42</sup> Aiken, Wilford and Marjorie, "The Eight-Year Study of the Progressive Education Association," *Educational Method*, Vol. XX, p. 310.

<sup>43</sup> Bromley, Dorothy Dunbar, "Education For College Or For Life," *Harper's Magazine*, Vol. CLXXXII, p. 413.

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likewise and there will be an increase in the responsibility of the pedagogue.

The following trends of the Thirty Schools Experiment are significant:

1. The schools are trying to break down the traditional compartments of subjects and to fuse and integrate them.
2. Progressive educational systems are attempting to formulate their courses into a curriculum that has continuity, so that the goal around which the curriculum was created can be reached.
3. Problems courses are being organized to meet the needs of a contemporary adult world.
4. Other courses are being constructed to meet the needs of the adolescents themselves.
5. A wide choice of subjects in many fields is being offered in every curriculum with which the student comes in contact.
6. Many opportunities are being created for students to participate actively in the actual life of the community.
7. The use of the arts to express ideas is proving as necessary as written and oral work.
8. The pupils, teachers, and administrators must work democratically together in planning the courses as well as the curriculum.
9. Guidance programs have become too heavy for a small group of counselors to carry alone; the entire faculty must take an active part in it.
10. When all the teachers become counselors they can adapt the content of their courses to meet these guidance needs.<sup>44</sup>

These studies in every field should arouse thoughtful analysis of the existing courses and methods among forward-looking teachers. They are included in a six-volume report recently published. Educators should avail themselves of the opportunity of attending one of the many summer workshops which have sprung up all over the United States. Any teacher can send for tests and materials from the Evaluation Staff of the Eight-Year Experiment at the University of Chicago.

<sup>44</sup> Fowler, Burton P., "An Appraisal of the Eight-Year Study of the Progressive Education Association," *The Educational Record*, Vol. XXII, Supp. 14, pp. 109-10.

—THE SAN FRANCISCO NEWS—

Thursday, June 26, 1941

# COMMUNITY SERVICE CLUB SOUGHT FOR YOUTHS IN MARINA DISTRICT

## Drive Started By Three Girls In Junior High

Support Given Plan  
By School Principal;  
Merchant Aid Urged

BY ETHEL BOGARDUS

You don't have to wait until you grow up to be effective in community affairs. Three girls in the low ninth grade at Marina Junior High School have started a project that for furnished efficiency in community service can't be topped by many sponsored by more mature folk.

They are planning a Girls Club & Community Center in the Marina

District. The three girls are Jeanette Treisman, Gloria Poshin and Gertrude Samia. All are students in the social sciences class taught by Miss Clara Sanderson. So thoroughly were they concerned about the problems of community service that they put their young heads together and figured out this one.

Modest in Mission

They knew about the Girls Club in the Mission and decided the Marina wanted to have one like it. The speech that Jeanette made before her class is worth remembering for she told the whole story. Conceive in your mind a scene about 1933, a small store on the other side of Market-st. in which lived a young woman, not because she was compelled to do so, but rather because she wanted to. During the day she solicited the neighborhood for young undernourished children of preschool age who had nothing to do but roam the streets.

She comforted them with a cup of tea such as "Wouldn't you like to come to my store and we'll sing and

play games." They did so, and soon their mothers came too. This was the beginning of Ray Westman's work. She later rented a large old room and established her school there. By 1939 she had started a school in the Mission known as the Mission Girls Club. This club stands today though Ray Westman is dead.

"The club is starting a summer program for children who cannot afford summer camps. Why can't such a club be started today? The girls don't want a poor neighborhood, but the Flintheart and North Beach are in need of youth centers. And after all wealthy families poor strong and weak old and young are all in need of recreation.

A recreation center in the Marina would promote neighborhood feeling which adds to the popularity of the club. The club would then would boost its own which in turn

Miss Treisman's plan is to her schoolmates that she and her two schoolmates have canvassed the school and found 228 children interested in the plan. Most of them want classes in folk dancing, sewing and shop

These classes would be held Friday afternoon and evening and would be open to all who cared to come at the fee charged by the Mission Club—25¢ a month, and 10¢ for children.

Opportunity Bought

"We are attempting to get away from the idea of school work rather than the opportunity to those children who are otherwise obtain them. Jeanette pointed out. Already the youngsters have the approval of Walter C. Nolan, school principal, since the building is open anyway on Friday afternoons and evenings for other community projects. Miss Sanderson is eager to see the idea worked out, for, as she points out, the club would be a valuable

Sponsors and teachers would be needed to supervise each and to see that the building is kept clean and orderly. Interested persons in time and meretricious groups will be called on by the girls who are this way getting some first-hand experience in community enterprise. This is the answer to the questions posed by the children about prevention of juvenile delinquency!

These three little girls planned their own project for taking an active part in the life of their community.

# The Great Adventure of Pedagogy

## MODERN METHODS IN MINIATURE

### 1. Morrison's Unit Method of Teaching:

Thought-challenging units are taught by the *exploration* of what the class already knows about the unit, followed by the teacher's interesting concise *presentation* of what the class should know about the unit. This dissertation is succeeded by the student's *assimilation* or *study* of the many problems involved in the unit. When this is accomplished the subject matter is *organized* and outlined carefully. Finally the students *recite* upon the unit. The slogan of the method is "Test, teach, retest, and teach again until real learning has taken place."

### 2. The Socialized Type of Recitation:

This teaches students to be leaders as well as followers and is best exemplified by the Colin Scott method of Recitation:

A class, divided into groups of four, holds a brief conference on the assignment. When the recitation takes place one is called upon to represent his group on that question and presides over the class during its discussion. The group he represents wins a point if the other groups are unable to supply too much additional information. Group co-operation and rivalry replaces individual competition. This arouses lively interest throughout the lesson in the place of classroom boredom.

#### The Panel-Forum Plan:

Certain members of the class become panel speakers with their student chairman and are questioned by the remainder of the class who are the forum.

### 3. The Individual Methods:

#### The Washburne Winnetka System:

Each student equipped with special texts and assignments progresses at his own rate of speed.

#### The Dalton Plan:

The young person uses standard texts and references but can progress as fast as he is qualified because of specially prepared assignments.

### 4. The Problem Project:

The student-planned activity must be guided by the teacher and class in order to be educationally worth while for everyone. A small model of an oil drill arouses intensive discussion on engines and lubricants.

*Teaching Methods*

SUGGESTED OUTSIDE READING  
THE UNIT METHOD OF TEACHING

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# *Introducing the Seventh Grade*

## QUESTIONS

### 1

*Why should every lesson be carefully planned in order to serve the best interests of the student?*

### 2

*What good habits of scholarship and citizenship might be lost in the transfer from the elementary grades to the Junior High School?*

### 3

*How would you go about teaching a seventh-grader how to study?*

### 4

*Define verbalism and rote learning. What are its disadvantages?*

### 5

*What are some methods of teaching which take the emphasis away from rote memory and verbalism?*

### 6

*What is integration in education? How could you plan a lesson in your major subject which would accomplish this objective? Why would such a lesson plan be better for use in a Junior or Senior High School than in the traditional manner?*

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### 7

*Should the teacher or the pupils do the most questioning in a well-planned approach or exploration of a new topic? Explain.*

### 8

*Which approach described in the text seemed to you most valuable to the student? Why do you think so?*

### 9

*Write out an approach for a significant unit of your own in either the Junior or Senior High School.*

### 10

*How was the community brought into the school when the different countries of the world were taught?*

### 11

*What local points of interest in your own community could be used in giving reality to your units of seventh-grade work?*

### 12

*What interesting people are available in your community for classroom talks? Why should they be invited?*

### 13

*Could you suggest any other ways in which you could bring the leaders in your community into direct contact with the students in their classroom?*

**14**

*What did the children gain by participation in the projects described in this chapter?*

**15**

*How may individual problem children be reconditioned?*



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# 3

## *Introducing the Seventh Grade*

IT IS midafternoon. The hot sun beats against the opened, shaded windows until the room is warm and sultry. The children passing in the hall look tired. It is the zero hour in the Junior High School—the last period in the day. The little Low Sevens come straggling into the warm room. Somehow their steps are slower although their eyes are still wide with expectancy. Long hours and warm rooms do not dull the enthusiasm of a freshman Junior High School class. The new school with its changing periods is still too varied an experience to be either dull or boring.

Each child comes in quietly and begins to study. He acts according to rules of conduct which he has helped to formulate. The rules for which he will receive a maximum of eight points are listed in his notebook. They read something like this:

- (1) Come into the room quietly and begin to study = 1 point.
- (2) Co-operate with your classmates and officers (teacher included) at all times = 2 points.
- (3) Try your best at all times = 2 points.
- (4) Bring your tools (binder, text, and pencil) = 1 point.
- (5) Keep your room as tidy as you would your home = 1 point.
- (6) Leave the room quietly at the close of the period = 1 point.

The final bell sounds and the last period has begun. The teacher swiftly checks the attendance, and as she

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steps forward the forty-four pairs of eager eyes watch her. They know that whatever she suggests will be interesting. She represents to this group of tousle-headed youngsters the most fascinating part of a perfect school.

This perfection has been won after years of study and experience. The teacher's art is not merely based on an understanding love of children, but also on a thorough knowledge of psychology. This enables her to combine the eccentricities of the individuals in a class into a united, working group of alert young people. As a result of her apparently effortless, charming direction, the pupils will long remember their adventures together. Years later, members of that class will return to the Junior High School and relate the things that they have done since they left the school, for they are sure of her continuous, sincere interest in their affairs. Even college freshmen still feel this bond and come back to pay her a friendly visit and to tell about their plans for the future. Yet this teacher does not possess any unusual beauty or grace. The class itself could probably go little further in their description of her than "keen." In spite of a teaching load of 290 children a day and no free periods, she has accomplished this difficult task of welding her subject, herself, and the young people into one studious, alert, adventurous group. In order to do it well, this teacher has had to call upon all the theory and philosophy of education that she has studied so assiduously. Thus she can come to know the individuals in each class almost as accurately as those instructors who are fortunate enough to have much smaller classes and free periods in which to confer. In fact, as the teacher faces an eager class at the end of a long, hard day, she is able to forget her fatigue in the adventure of the moment. This instructor realizes fully that teaching is motivation and that learning must be accomplished by the pupils. She knows that young people tire very quickly, although mental fatigue does not set in

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as quickly as physical fatigue. She has already arranged the content of the semester's work into a series of thought-provoking, understandable *units* as directed by Morrison's practical educational theories. Several possible approaches to each *unit* have been assembled in a simple card catalogue. The *exploration* questions have been planned in such a way as to provoke the class into asking most of them.

Most seventh-graders enter the Junior High School with the habits learned in the grammar school in a state of flux. The new school with its changed routine and contacts may cause such bewildered confusion that they forget certain valuable habits learned in the grades.

There is a definite positive transfer of habits arising from identical techniques regardless of what subjects they have been used in.<sup>1</sup> As a result of this fact the teacher should firmly emphasize and carefully check their individual notebooks. She must base her marking and correction of their work on neatness, completeness, and accuracy. They ought to be trained to keep a separate section in their binder for each class. That section must be carefully organized under the continuous supervision of their teacher. The teacher should emphasize the difference between main unit and subtopic in each assignment. The assembled questions and summaries must always be referred to when tests are given. The instructor calls their attention to the manner in which the text has been arranged. The purpose of the Table of Contents, Index, Chapter Headings, and Subheadings ought to be studied. Before the first test is assigned each member of the class should have arranged with his mother a quiet place to study. It ought to be equipped with a comfortable chair, a table, and a good light. The children should be encouraged to study at a regular time every day. Its real psychological advantage must be explained to them in

<sup>1</sup> Gates, Arthur I, *Psychology for Students of Education*, p. 423

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order that they can understand the need for all these elements in a correct environment for efficient study.

Another important problem which arises in the seventh grade is that of verbalism and rote learning.<sup>2</sup> In a large class, a slow child may have so cleverly substituted verbalism for real understanding that the teacher will fail to detect his lack of comprehension. If the first test contains only thought questions, many apparently excellent students will make a failure of it. Even the verbalists themselves are seldom aware of the real reason for their poor performance. In an individual conference, the teacher can easily demonstrate to the student that he has been learning words without understanding their meaning. She then explains to him the psychological fact that a good rote memory is inherited, and cannot be improved upon to any perceptible degree by practice. He can be led to realize that he should try to change his habits by reading and understanding such material as is assigned.

In line with this same problem, one teacher arranged a class exercise including a series of apparently unrelated objects, and, associating them one with the other, allowed a member to relate the list backwards to the class. With this proof fresh in their minds the class tried to develop their own ability to associate one fact with another. They then attempted to use this type of memorization, comparing like and unlike qualities, as a technique of study in all their classes.<sup>3</sup>

When a teacher is confronted with classes of forty-five or fifty in number, it is often wise to gain the co-operation of the home in regard to this stubborn habit of verbalism. Those students whose written tests proved to be the lowest in the class were asked to talk over the assignments with their mother or father. The parent would then request the child to explain the lesson in his own words.

<sup>2</sup> Ruediger, William Carl, *Teaching Procedures*, pp. 259-60.

<sup>3</sup> Gates, *op. cit.*, p. 363.

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This home discussion was best timed the night after the class recitation, when the material was still fresh in the child's memory. Under this arrangement, students' achievement improved from almost complete noncomprehension to full understanding in one semester.

Other aids to study should be clearly pointed out to seventh-graders. They can be brought to a realization that attentive study for short periods is much better than careless, wandering, inattentive study for a long time.<sup>4</sup> They ought to be taught the slogan of all good students—"Perfect practice makes perfect."<sup>5</sup> In line with this, Junior High School students should be instructed to overlearn a topic because of the psychological fact that immediately following the period of learning, so much is forgotten.<sup>6</sup>

They are delighted to try the experiment of reviewing their material before retiring. Upon getting up in the morning they are pleased to find that the assignment is almost learned. There has been nothing during their period of sleep to crowd out the subject matter which they studied the night before. Some more effective thinking will complete the task of learning.<sup>7</sup> When the young person has thoroughly understood these new and efficient methods of study, the master-teacher is ready to go on with the class procedure.

The thrilling transition from Grammar School to the Junior High is likely to become chaotic in its confusion if the school or teacher does not try to *integrate* the Social Studies with the other subjects in the curriculum. The actual learning of historical facts is a small part of the real understanding of challenging units in the Social Studies. The English skills of reading, writing, and speaking are the tools which the Social Studies teacher

<sup>4</sup> Pintner, *Radolf*, *Educational Psychology*, p. 230.

<sup>5</sup> *Ibid.*, pp. 231, 244.

<sup>6</sup> Gates, *op. cit.*, p. 310.

<sup>7</sup> Sorenson, Herbert, *Psychology in Education*, p. 286.

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must depend upon continuously. The emphasis upon correct English usage and extensive reading builds up a better feeling for the historical period described, as well as a better preparation for life itself.

Social Studies are no longer a field in which memorized facts are tested. Discussion, debate, and drama require the use of the English skills of voice, diction, and expression. Letters, diaries, poetry, and plays require a good working knowledge of composition. A complete understanding of the period studied depends upon the student's ability to read supplementary fiction and non-fiction sources. Artistic children are caught and interested in Social Studies through media which interest them. Color, line, or music may arouse a new interest in Social Studies among those who have never liked the subject before. These varied activities emphasize the *unit* as well as interest the group.

The need for integration is especially felt in the seventh grade when the change from an unhurried schedule with a few teachers in the Grammar School is supplanted by a bewildering confusion in the Junior High School. Adolescents need new freedom, exercise, and a place to grow, but the transition should not be as abrupt as it generally is. The student's adjustment to this strange environment may stifle his personality rather than encourage self-expression. Sensitive pupils actually appear dull because they are overwhelmed by the multiplicity of activities in which they are expected to participate. During the second year, they normally take part in the classroom plans because they are more familiar with their surroundings. "Z," or *slow* students, drop discouragingly in most of their subjects, because the difficult tasks of opening their lockers and remembering their schedules make them go tardily to class without their books. Seventh-graders cannot properly plan their time, because other subjects make such demands upon it. The student

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often fails or receives low grades in all except the subject in which he chooses to excel.

Many schools arrange a special seventh-grade program to take care of these problems. Freshman students have the same teacher for two related subjects, so that the methods and personality of the teacher, as well as the course of study, are the same. Other schools *integrate* their courses of study so that all teachers emphasize the relationships between the various subjects in the curriculum. At other places, the Social Studies are *fused* and used as core subjects around which the principles of Art, Music, and English are taught.

In a High Seventh Grade, the librarian and the Social Studies teacher *fused* their work. Both instructors felt that the theory of the use of the library learned in the Low Seventh should be used more extensively in the High Seventh Grade. The voluminous text plus the limited number of Social Science periods were a common excuse for most teachers' nonusage of the library. After the librarian gave the students a talk instructing them in the use of library material, the class was ready to do research upon "How England Became Modern Industrial Great Britain." The following material was all that was required for each student to write down in his binder: author, title of book, call number, pages of reference, and a concise summary of the reading. Printed cards which could be later catalogued in the library were given out to the students as they completed their library reading.

The sample card shows that a maximum amount of time could be devoted to reading in the library, rather than writing up the voluminous compositions which make outside reading such a burden.

On the completion of three references, a class meeting was carried on by the librarian in the Social Science room. The students discussed the books they had read and recommended them to the librarian and the class for further

UNIT

CALL NO.

AUTHOR

TITLE

PAGES OF REFERENCE

COMMENTS:

1. Did the reference help you to understand the unit more clearly?
2. Was it interesting?
3. Why?
4. Would you recommend it to others?

reading. Some had proved as dull as others were interesting. They pointed out, however, that some of the duller books would be valuable in working out their illustrated maps and plays. Thus they had come to know their library and to find the treasure which all libraries possess.

The other classes that did not participate in this experiment did not use the library as intensively or as intelligently. The librarian brought to the problem of outside reading a new viewpoint which was stimulating and educational. The students liked the cards, because they were definite and simple, the teacher found them easy to check, and the librarian used them as a guide in ordering more books. The outside reading proved more valuable than the textbook material which was necessarily eliminated.

The lesson plans of every teacher should provide for such integration in addition to such outside aids as schedules and courses of study. The activity program is the best practical way to make this possible. Throughout



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all of the lesson plans of the teacher whose classes you are about to visit, this objective has been stressed.

If the ideal is carried out in the seventh, eighth, and ninth grades, these classes will benefit from an enriched program. New vistas will be opened up continually to those who participate in this integrated type of work. Not only that, but it will prepare each student for the proper use of that citizenship which will determine the future destiny of America.

Let us return to the classroom and see what they are doing. The officers of this Seventh Grade Social Science class have been elected on the basis of well-recognized qualities. The class is now ready to take up the first unit—*The Good Fortune of Being an American*. The students copy the title of the unit into their notebooks correctly. Then the teacher opens a general discussion by asking interesting questions and encouraging the young people to do likewise. This informal introduction not only arouses interest but serves as a guide for the teacher in further development of the subject. This class found the discussion of the following questions interesting:

### UNIT I—THE GOOD FORTUNE OF BEING AN AMERICAN

#### *Exploration questions:*

1. What is the difference between science and magic? What is the difference between a bridge planned by an engineer and one planned by guesswork?
2. Who planned the Golden Gate Bridge? Why couldn't a carpenter do it?
3. In 1800 what did the United States need to develop it as a nation?
4. How have the possessions of large supplies of coal, gas, oil, natural gas, and water power made us a fortunate people?
5. Why have men tried to invent sun engines?
6. Why have men tried to use alcohol instead of oil to run machines?
7. What is the photoelectric cell?

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8. How much does a good auto cost today?
9. How much did a good auto cost ten years ago? Why the difference in price?
10. How many hours a day did a California pioneer have to work in 1850? What is the length of the work day today? Why the difference?
11. How did people spend their leisure time in 1800? What recreations have developed in modern times?
12. What products do we produce? Which of those products do we manufacture best?
13. Do you think that life is easier today than it was in 1800? Why?
14. Does the rest of the world live as comfortably as we do? Are their opportunities as great as ours?
15. Compare the climate of the United States with the climate of Africa. Which continent has the advantage? Why?
16. How many nationalities live in the United States? What is the United States sometimes called? Do you know any artists, writers, musicians, and poets who are naturalized citizens? How have they helped build up the United States?
17. How has the great size of the United States helped to make it an important nation?

### PRESENTATION OF THE UNIT BY THE TEACHER

A visitor entering this room today might think us members of the Rotary Club. It would be interesting to play such a part this afternoon. Surely a people who in 1607 can plant a poor colony in Virginia and in little more than three hundred years develop a great nation of factories, farms, and millions in population might be proud of its achievements.

Stuart Chase describes the Shelton family in the colony of Connecticut in 1760. The whole household had to work. The community of Stratford could produce all the food and clothes that it needed. There was no unemployment and no overproduction. Seventy-five per cent of the goods used were made in the home, and 20 per cent came from

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ter of text reading, the members of the class took a self-administered test upon it, prepared and corrected by the teacher. Topics upon the essential points of the lesson were recited upon from time to time. The text, the library, and their imaginations helped them to develop their activity work.

Upon the appointed day the Rotary Juniors held a combination meeting and exhibit upon the following topics:

- I. WHY I PREFER TO LIVE TODAY
- II. THE CLIMATE ZONES OF THE WORLD
  - (a) An illustrated wall map with descriptions of the climate zones.
  - (b) A report of an imaginary trip of a member Rotarian to different parts of the world in which the climate was especially emphasized.
- III. THE NATIONALITIES OF THE UNITED STATES
  - (a) Illustrated figuregraphs of national origins of the parents and grandparents of the members of the class.
  - (b) A study of some of the naturalized citizens and their contributions to America.
- IV. POSTERS, COMPOSITIONS, AND REPORTS ON INTERESTING INVENTIONS
- V. THE QUESTION BOX

The president answers questions which Junior Rotarians have previously submitted to him.

### UNIT II—AMERICA'S USE OF FABULOUS RESOURCES IN THE UNDREAMED-OF PRODUCTION OF POWER

#### *Exploration questions:*

1. Which do you think the most important—the machine that makes the goods, or the power machine that runs it? Why? Which has freed man most from heavy labor?
2. How did the caveman get his work done?
3. What other kinds of power did man learn to use?
4. When was the steam engine invented?
5. How many years has man taken to conquer nature and free himself from heavy labor?

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6. What do steam engines need to keep running?
7. When was the gas engine invented? What keeps it going? What new oil engine is being used today? What advantages does it have over the gas engine?
8. What is the newest form of power? Where does electricity come from?
9. What power resources does the United States possess? Where do we find them?
10. What new projects have been built by the government opening up new sources of power?

### PRESENTATION OF THE UNIT BY THE TEACHER

If we could have persuaded the leading power experts of the world, the head of the Tennessee Valley Project, the president of the Superpower Niagara Hudson, and the chairman of the Dutch Shell Oil Company to talk to us today, our meeting would probably continue as follows:

The head of the TVA would tell us that the new Tennessee Valley Project has many goals. The chief one is to develop and distribute as much power as cheaply as possible.

The Tennessee is a powerful and far-falling river with a bed of tough clay and limestone good for dams. Farmers accustomed to the poor annual yield of one hundred dollars found the government relief pay, which built this power structure, generously ample. Strangely enough, the United States was given this project by the Alabama Power Company for one dollar during the First World War as an advertising stunt, although this company had already spent \$500,000 upon it.

The president of the Superpower Niagara Hudson could tell us about his privately owned project. It has the Niagara Falls and the St. Lawrence River for making power. Electricity, the modern form of power, is produced from compressed steam or falling water. Steam is the commoner form, because great waterfalls are generally too far away from where the power is needed. In

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the Niagara Hudson, most of the power is produced from falling water. This project is near New York State, which is the center of the greatest industrial development of the United States.

Let us now introduce the chairman of the Dutch-born, English-developed Royal Dutch Shell. The late Sir Henri Deterding started his American company, financed by American dollars, in California in 1915. He proceeded to build his own oil stations, making the United States average one station to every 170 cars. There were 88 per cent too many stations. The Shell Oil Company is a large oil concern, and Sir Henri wished to establish this syndicate in a great oil-using country, even if at a loss. For this reason, while the profits of other oil companies decreased, Shell Oil losses increased.

What about power machines of the future? The sun shines upon the earth with energy equal to about 5,000,000 horsepower. It loses 1 per cent of its total weight every 100,000,000,000 years. This loss of 4,000,000 tons of weight every second is not used as yet by industry. Sun engines have proved too costly to install. One kilowatt hour of electricity costs \$25,000.

The tides have not been harnessed. Georges Claude's engine is just as expensive as the sun engine. His outfit, costing two million dollars, has only been able to produce fifty cents' worth of electricity. His invention has proved that it can be done.

There are other schemes now in development to save coal and use alcohol, which can be manufactured from green plants and potatoes. Would you be interested in studying the subject further and telling us about it at some future meetings?

\* \* \* \* \*

The class planned under the guidance of the teacher a meeting of power men in the Engineers Club. They

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signed up in groups according to their interests. After a discussion of the basic text material, they studied power intensively in the past, present, and future.

Many days later, when the drawing paper, paints, clay, and crayons had been cleared away, the Engineers Club met to hear talks and see models made by their members.

Some of the engineers had made studies of ancient power. The cave man, with his use of the muscles of men and animals, was portrayed in poster, clay-model, and peep-show scenes. Descriptive talks by their creators added interest and made power a living subject. Wooden replicas of the windlass, roller, inclined plane, lever, waterwheel, and windmill demonstrated the early forms of power. One boy, who had been denied the opportunity of art classwork because of his low mental rating, startled the class with the realism of his modeled scene depicting two slaves toiling under an overseer's lash. After the principal had seen his artistic portrayal of slave labor, he personally placed the boy in an art class. The counsellor, in possession of the child's grammar school record, should have made this assignment at the beginning of the term.

The president of the club introduced next a group of experts interested in the present power resources of the United States. Large colored maps portrayed the location of various sources of power by means of tiny wooden oil derricks, blocks of coal, and power lines. Some of the reports were on "How a Coal Miner Lives" and "The Waste of Our Oil Resources"; others reported on possible resources in the future when these will be exhausted. The Engineers Club then adjourned. The best posters, models, maps, and compositions were left to decorate the room and remind other classes of the eventful meeting of the power men.

Inquiring glances and half-formed questions greet the teacher today as the Low Seven class reads what is written upon the blackboard.

# *The Great Adventure of Pedagogy*

## UNIT III—INVENTION MAKES USE OF PRINCELY STORES OF IRON

### MODERN MACHINES

### HUMAN MACHINES

? ? ? ?

The Spartan admiral Eurybiades would have to have 3,000,000 men sweep pullers (or the total male population of Washington, Kansas, and Minnesota) to get the same motive power.

? ? ? ?

Mr. P. J. McCarthy, strong man of the 1890's, startled people when he supported 6,370 pounds of stone.

? ? ? ?

9,000,000 men working on eight-hour shifts could accomplish.

? ? ? ?

If 10,000 men began it when the Pilgrims came they would be still digging it.

? ? ? ?

10,000 human electric light makers.

? ? ? ?

17,000 men in 1830.

? ? ? ?

8,000 Themistocles' millers.

? ? ? ?

Caecilius, a freeman under Augustus, was famous among slaveowners of ancient times for his stable of 4,116 head or 411.6 horsepower.

? ? ? ?

710 bricklayers.

? ? ? ?

600 skilled hand glass tube makers.

The class period takes on the appearance of a conference. The discussion continues as follows:

PUPIL: "What are sweep pullers?"

ANOTHER PUPIL: "That's the way the boats were run in ancient times."

STILL ANOTHER PUPIL: "They were the men who sat in the hold of the ship and rowed it."

PUPIL: "What are the question marks for?"

ANOTHER PUPIL: "It is a puzzle about a modern machine that's equal."

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TEACHER: "What is the motive power supplied now for ships?"

PUPIL: "The Diesel motor."

TEACHER: "Will you name one of the new liners which has been launched for transoceanic travel?"

PUPIL: "The *America* is a great ship, and so is the *Queen Elizabeth*."

(The teacher adds this information to the chart in place of the first question marks.)

PUPIL: "Does that mean that P. J. McCarthy lifted up that much stone?"

ANOTHER PUPIL: "No, it merely says that he held it up."

TEACHER: "Is there a machine that would hoist that large a load today?"

(Thus the chart is completed by the combined effort of both teacher and class.)

### MODERN MACHINES

#### *S. S. America*

Today a dinky hoisting machine will lift 6,370 pounds of stone 60 ft. a minute.

Six or eight men control and operate a turbine and produce as much energy in twenty-four hours as

#### *The Panama Canal*

One man at an electric light bulb machine replaces

### HUMAN MACHINES

The Spartan admiral Eurybiades would have to have 3,000,000 men sweep pullers (or the total male population of Washington, Kansas, and Minnesota) to get the same motive power.

Mr. P. J. McCarthy, strong man of the 1890's, startled people when he supported 6,370 pounds of stone.

9,000,000 men working on eight-hour shifts could accomplish.

If 10,000 men began it when the Pilgrims came they would be still digging it.

10,000 human electric light makers.



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### MODERN MACHINES

One man in 1930 can make as many needles in a day as

One man in a modern Minneapolis flour mill can turn out as much flour in a day as

The ordinary small car owner controls as much power in his lifetime if he turns in his Ford every two or three years.

One man operating a modern brick-layer machine does the work of

One man operating a modern glass tube making machine does the work of

### HUMAN MACHINES

17,000 men in 1830.

8,000 Themistocles' millers.

Caecilius, a freeman under Augustus, was famous among slaveowners of ancient times for his stable of 4,116 head or 411.6 horsepower.

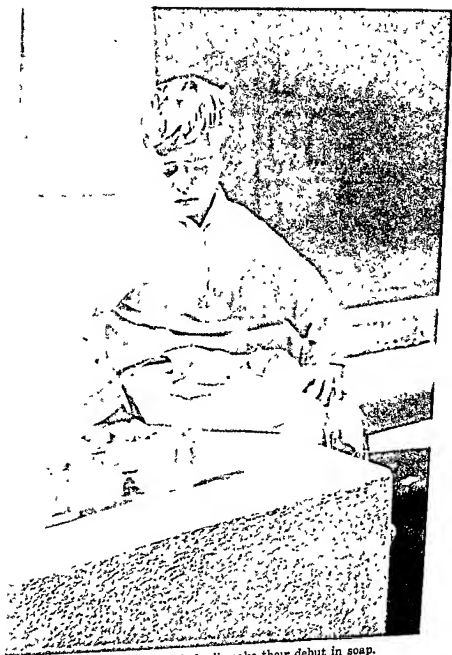
710 bricklayers.

600 skilled hand glass tube makers.

### PRESENTATION BY THE TEACHER

For several millions of years, the world's work has been done by an "automatic, self-cooling mechanism of joint levers and complicated controls"—man. This mechanism could work efficiently not more than twelve hours a day and could produce one tenth of one horsepower.

In the last few hundred years, another mechanism has been developed and is gradually taking man's place. This is especially true in lifting heavy loads and moving heavy things. The new mechanism is harder, noisier, and more powerful, but two pounds of weight can, at times, produce one whole horsepower running night and day. The beginning of this change from the use of man to the use of mechanical power is called the Industrial Revolution. It began in England about 1760 in the spinning of thread and weaving of cloth. James Watt added the steam en-



The windlass and windmill make their debut in soap.



These miniature models represent the real inventions used by man in his gradual progress as time has elapsed, for he was ever striving to improve his ways of living, as a result of which we have the wonderful inventions of the present day. (Made by Wayne Hill, L7, Room 254.)

## *Introducing the Seventh Grade*

gine. Since 1919 machines have been made to replace man's work faster than new industries can absorb the extra workers.

The development of the machine has required more and more use of steel. Steel is really iron that has had its impurities roasted out. It takes two tons of iron ore, a little more than two tons of coal, and about four hundred pounds of limestone to make one ton of steel. Thus, the steel manufacturer has to transport four times as much material as he produces.

Most of the iron-ore production of the United States comes from six iron ranges located near Lake Superior. But the largest steel companies have grown up near a coal supply as well as a good market.

\* \* \* \* \*

The class planned to edit an "It's a Fact" column. They used all kinds of books, periodicals, and newspapers in writing up their page of startling contrasts and surprising inventions. They drew cartoons illustrating some of the striking examples of modern machines. The articles were corrected by a composition and spelling committee. The editorial staff planned the arrangement of the paper. Student secretaries typed carbons in the required size. The separate articles were then pasted into the master copy. This was then transferred by means of a duplicator machine so that each pupil might have one.

Questions, discussion, and interest greet the teacher as the class study the statements upon the blackboard.

### UNIT IV—AIR, ROADS, AND WATER BIND A CONTINENT INTO ONE NATION

*The story of a 3,000-mile journey*

May, 1804—Lewis and Clark started from St. Louis.

November, 1805—They arrived at the Pacific Ocean.

Time: one year and one half.

TODAY modern America goes by air—overnight coast-to-coast.

Teacher's question: What has this done for America?

## *The Great Adventure of Pedagogy*

### PRESENTATION BY THE TEACHER

Daniel Boone knew the greatness that was America. He could see the forest of Kentucky as he stood on the heights of Cumberland Gap.

Other pioneers like George Washington had already dreamed it. They had tramped slowly and laboriously through the wilderness that the modern train whizzes through today. They gradually solved the mystery of an unknown continent.

The invention of the steamboat, railroad, and automobile changed this for the American. The traveler lost all sense of the splendid reaches of river and mountain which made up his nation. All he caught from the car windows were glimpses of open fields, villages, and cities.

The airplane traveler turns back the centuries and sees again the huge continent. America spreads out beneath him—its mountains, fertile fields, sun-baked deserts, smoke-covered cities, and beautiful orange groves. He senses the wealth and the greatness of his country more completely than Daniel Boone or any other pioneer could, who had to progress step by step, and day by day, across the continent.

As a result of the American worship of speed, time schedules have been cut on all forms of travel. Aviation has pushed it to unbelievable limits. The air lines have profited by their increase in speed, for it has not only decreased the cost per mile, but attracted customers who would otherwise have traveled by railroads.

Many aviation prophets look into a future where air travel will have replaced the railroad entirely in regard to first-class passenger and mail service. Railroads dispute this claim by pointing to the improvements they have made, such as air-conditioning and streamlining, which mean comfort as well as speed.

Whatever the future, air travel will be greatly influenced by the research which is constantly being done with

## *Introducing the Seventh Grade*

the aid of wind tunnels. Models tested in such controlled situations determine the scientific need for change in design. Designers may find it difficult to use these discoveries immediately, but gradually they will discover a way. Airplane builders wish to cut down the amount of drag, which means reducing the forces which resist the forward motion of a plane. If a piece of scotch tape is stuck along the leading edge of the wing, a difference is noted. Thus the surfaces must be as smooth as the top of a new piano.

The public is more familiar with flight research or the work of the test pilots as shown in the movies. Experts in the field of aviation must use the knowledge of wind tunnels, impact basins, and flight-test hangars as well.

Let us study other possible developments that may come in transportation in the future. Will these changes be along lines of ease, safety, and luxury, or more startling ones, such as the invention of the rocket? Inventors in Germany, Czechoslovakia, and the United States have made several practical rocket ships. The telegraph, telephone, and radio have made possible the efficient use of these speedy methods of travel.

After you have studied the subject of transportation and communication, would you like to visit different sections of the United States?

\* \* \* \* \*

Thereupon, the class formulated a practical plan. This aroused their interest in the study of the *unit* as set forth in their text, (*The Introduction to American Civilization*, pages 200-491), and additional books in the library.

The plan consisted of two parts. The first called for the development of the class into transportation and communication construction companies. Some groups prepared the different types of airplane models against the background of a colored relief map of the United States. Others worked out models, picture books, peep

## *The Great Adventure of Pedagogy*

shows, and shoe-box movies on the Greyhound bus, water transportation, and the railroads. Still others made reports upon the rocket, radio, and television. This program interested them so much that they worked up a special exhibit for guests many weeks later. The invitations were in the form of tiny maps of the United States. Enclosed in the invitation were tickets for the guests to use entering the room. Different members of the class, whose reports were based upon communications received from obliging Chambers of Commerce, piloted the guests upon an imaginary trip to all parts of the United States.

You may be sure that this class and this teacher will continue the study of the remaining *units* of Low Seven Social Science in the same interesting way.

Shall we visit a High Seven class and see what they are doing? We slip into a vacant seat and wait expectantly for the secretary to read the corrected copy of a letter that the class is mailing to a similar school in Australia.

This is the letter:

DEAR FRIENDS ACROSS THE SEA:

My class has decided that, since our Social Science teacher attended the University at Berkeley during vacation and took a wonderful course with Professor George S. Browne of Melbourne, we will correspond with Australia.

We have organized a club and do not think of Social Science when we attend this class.

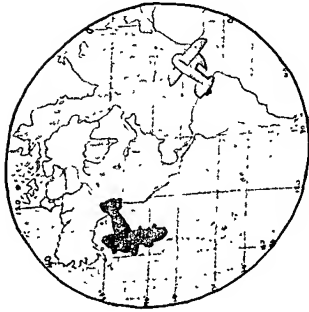
Each member of the club offered a suggestion for a class name, password, poster, and race. We handed them in to the temporary chairman who took charge. After all the suggestions were read we voted for the best. Stanley Lauriston's was chosen. It is as follows:

NAME—Land Ho! to Foreign Countries.

PASSWORD—Drop Anchor.

RACE—A map of the world with an airplane for each group.

Each time a group wins a certain amount of points its airplane moves so far on the map.



# LAND HO! TO FOREIGN COUNTRIES

A small replica of our club race.

by Rita Kasher



## *Introducing the Seventh Grade*

POSTER—The poster is the picture of an ocean liner with a rowboat full of American children coming towards a foreign country.

The race was suggested by a girl in our club named Elsie Deutsch. We will send you a copy of the race and poster so that you can have a better idea of them.

When I described the race, I mentioned groups. Perhaps you would like to know about them. The room is divided into eleven groups. There are four children in each. The eleventh has two boys in it as there are forty-two children in the class. It is our idea to have a president and secretary for each group. Every section bears the name of some country of the world. We are taking a do luxe tour around the world this term, although we are still in our classroom.

We have taken pictures of the groups and intend sending them to you. We also will include some postcards of our city. We hope that in return you will tell us about your class and subjects. I am sure that you will enjoy our study as much as we will enjoy yours. Hoping to hear from you,

I am sincerely your friend,

VIOLA ROSE

H7 Land Ho! to Foreign Countries.

The second letter prepared some weeks later reads as follows:

DEAR AUSTRALIAN FRIENDS:

In our last letter we introduced our class and subject to you. We think that you may be interested in hearing about our study as it includes Australia.

We started on our de luxe tour around the world. Some children in the class told of their experiences on the water. There were only two who had taken a trip to Los Angeles on a boat. It happened that just then Dr. Hatch, the principal of our school, came in and offered to tell us of his trip to Europe. He explained it as follows: when you are out on the sea there are many amusements on board the ship to keep you entertained. When you arrive across the ocean they take the toll on your baggage. Then while you are over there you may buy anything you wish if the amount is not over one hundred dollars. If it is you have to pay so much for everything over one hundred dollars. Then Miss Sanderson gave us a very interesting talk about England and her possessions.

## *The Great Adventure of Pedagogy*

After such interesting stories we were ready to start our projects.

Each group decided upon which English colony it should study. It could make diaries, maps, plays, or compositions. Perhaps you would be interested in what each group did.

Group I made an illustrated map of England. Group II divided into two parts. The first part told the facts about the important cities of New Zealand. The other half made a map of New Zealand. Group III made the race for our club and an illustrated map of the British Empire. Group IV painted a map showing its trip across Canada. Group V illustrated a map of Africa. Group VI made a map showing the population of India. Group VII illustrated a map of Australia. Group VIII organized a book on Hong Kong. Group IX made a book on all the most interesting facts of Australia. Group X illustrated a map of England's possessions with a book on Palestine. Group XI collected letters which had been sent from a mining company in Africa telling of the experiences of the chief engineer, with maps of the mine and Africa. We will send some of these things to you. We are only anxious to hear in return from you.

I remain respectfully your friend,

VIOLA ROSE

H7 Land Ho! to Foreign Countries.

The class was thrilled to receive these Australian letters:

3 Lava Street  
East Warrnambool  
Victoria, Australia  
11th April

DEAR DORIS:

I am writing in answer to your request for a Warrnambool friend. We have formed a club of which I am vice-president. We have named the club, "Cheerio to American Friends." Our motto is, "We never forget our friends." We will send over our apparatus as you did, then you will be able to see what we have done. I think the name of your club is much better than ours, because yours includes all the countries of the world while ours only includes America.

I am twelve years old and am in E Form. I just recently joined the Girl Guides. As I have not yet got my Tenderfoot, I cannot send you a photo in my guide uniform, but I will send it with the next letter I write. I have not got a photo of myself, alone, or I would have sent it.

## *The Great Adventure of Pedagogy*

The letters we received at school were of great interest to us. Miss Roberts, our form Mistress, read the letters to us in our form assembly period.

We also enjoyed studying the maps, projects, and photos etc.

We referred to the snaps to choose our pen-friend.

Warrnambool is a very beautiful resort, overlooking Lady Bay. In the year 1927 Warrnambool was then looked upon as being the ideal city of Victoria, so you can imagine its unique beauty. We have the Merri and the Hopkins Rivers flowing near by.

Now about our High School. It is a large school situated on a high hill overlooking the town on one side and the country on the other. At present we have nearly two hundred students at the school daily. Two buses come to school each day bringing children from Koroit, Dennington in one bus and Maasford children in the other. Those townships are three small neighboring ones. I am a Junior Student at the High School. I am thirteen and a half years old. This is my third year at the school.

I will close now waiting anxiously for a reply. Do write, I will be thrilled to receive an answer.

I remain,

Your unknown friend,

MARJORIE PRICE

Peep into the teacher's card catalogue with me and you will see why these students co-operated so enthusiastically in developing the different subjects.

### UNIT I—HOW ENGLAND BECAME MODERN INDUSTRIAL GREAT BRITAIN

#### PRESENTATION BY THE TEACHER

When peace returns once more to Europe, tourists will again flock abroad as they did after the First World War. We might as well plan our trip now. Let us imagine we are aboard a great luxury liner. The parting whistle blows! We're moving! We scream good-bys. No one hears. No one cares. Everyone is shouting. Blurry people wave. A plume of white steam rises aloft into the Indian summer blue. We have started on our great ad-

## *Introducing the Seventh Grade*

venture. Gay dances, brilliant concerts, and sports will make the hours pass only too swiftly.

Europe, three thousand miles distant, is only as large as the United States and Mexico. Yet, it is divided among many peoples differing in language and customs.

*It lies farther to the north than the United States, and yet it is no colder. The westerly winds blow off the warm Gulf Stream of the Atlantic. They bring abundant rainfall because the highlands which run east to west do not act as a barrier.*

Our first stop will be England. In ancient times Britain lay on the very edge of the great sea of darkness. Since then, the exploration and settlement of the New World placed it in the center of trade.

As we sit on the sun deck of the great liner and look at a map of England we will notice her indented coast line. Some of her river mouths are really bays penetrating the land, and though the rivers are small the tide makes most of them navigable for some distance.

What of this England we are going to visit? In 1760 machinery transformed it into the leading industrial nation. England produced so much that she had to seek new markets in which to sell her extra goods. Means of transportation had to be improved to move this extra product to both home and foreign buyers. Again, England led by building railroads and developing great systems of merchant ships. England's far-flung colonial possessions supplied her with raw materials and served as a dependable market for her goods. Now airplanes link England with her Empire on which the sun never sets. Not content with her Empire as a market, she invaded the Western World and the Far East.

Our great ship docks at Liverpool. Our tour of England will depend upon our wishes. From our study in the deck chair aboard ship during long afternoons in the sunshine, we know of many interesting places. Manchester is the

## *The Great Adventure of Pedagogy*

center of the textile industry (locate each on the map), Leeds of wool, and Sheffield of iron and steel. Our tour should include London, with its Tower and Bridge. Remember the nursery rhyme—"London Bridge"? Where shall we go, and what shall we study?

### UNIT II—FRANCE SLOWLY REALIZES HER DREAMS OF EMPIRE

#### PRESENTATION BY THE TEACHER

The greeting France extends to us is warm. To those of French ancestry our trip through France and her Empire will be particularly interesting. We may wish to go to Paris, or visit the balmy Riviera on the shores of the Mediterranean. The chateau country with its turreted castles where for centuries romance and intrigue have abounded will interest us. Perhaps we may wish to see the region of the battlefields of World Wars I and II that still carry vivid scars of those terrific combats.

Or will it be some part of the French Empire?

Let us look at this map of the world (points to a wall map) and see the French Empire.

On the continent of North America, France only owns the Islands of Miquelon and St. Pierre off the coast of Newfoundland.

In South America there is Guiana with its Devils Island, the French prison.

In Africa there are Morocco and Algeria, whose mountain fastnesses are still unconquered by the French.

Madagascar is an island larger than France itself, which produces twelve or thirteen times as much vanilla as France can use.

For ages the mysterious pathways of the Sahara Desert knew only Arabs descending from the North on raids and caravans plodding homeward from the South with

the precious cargoes of white ivory, white salt, and black-skinned slaves.

In 1831 the King of France, wishing to get rid of his Swiss and German mercenaries, gave them to the desert. So was started the famous French Foreign Legion.

Today French airplanes fly over this same desert. The French flag waves over the palm-fringed oases. The artesian wells bring life-giving water. Meharists upon their camels and Foreign Legionnaires in armored cars keep the peace.

Syria's barren hills have never yielded much of value.

Indo-China has valuable stores of rice, and mines of anthracite and phosphate!

This Empire is divided into two parts. North Africa is most important because it is near to France and is a white man's country. This region is fertile and well watered, producing wheat, barley, oats, vineyards, and olive orchards. Even cotton and tobacco are grown, but in lesser quantities. On the east coast of Morocco, the sea mists make it possible to produce corn. Phosphate mines, iron ore, cork, forests, and grazing lands make this district very valuable.

The other half of the Empire, shut off by the Sahara, or separated by the seven seas, is sweltering land of peanuts, rubber, and natives.

How did France gain the second largest empire in the world? French possessions came as a result of not wanting the other powers to get ahead of her. The real conquest of the French Empire is due to the genius of two men—Colonel Simon Gallieni and his pupil, Lyautey. One would hardly imagine Gallieni a soldier. He liked to talk of the work of philosophers and poets. This was his "brain bath," and he insisted upon one every day. Gallieni taught the world how to conquer territory. Within twenty-four hours of a military capture of a town, a civil organization must be set up. That is, he

## *The Great Adventure of Pedagogy*

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### *Introducing the Seventh Grade*

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## *The Great Adventure of Pedagogy*

must open markets, build towns, construct harbors, and roads. Thus future resort to arms was unnecessary. During the First World War, Gallieni saved Paris by transporting troops to the front in taxicabs.

France honored both Lyautey and Gallieni by making them Marshals of France. Their names appeared with Petain, Foch, and Joffre, generals of the First World War. Thus France held that success in building an empire is as important as victories on the battlefield.

Such a talk can but touch upon the wonders and mysteries of these lands. Perhaps you would like to visit the Sahara as a member of the Foreign Legion or pilot of one of the many airplanes that police it; or, as one of the Gallienis, live in Indo-China and Madagascar. Perhaps as a Frenchman you might tell us of the beauties of France or any one of the colonies which interest you. After your group conference, register your plan with the president. At our future meeting we will hear of the interesting experiences that result from your study.

### UNIT III—MODERN ITALY GOES BACK TO THE CAESARS

We remember the well-known saying, "See Naples and die," as we catch our first glimpse of that beautiful city from the decks of our majestic liner. As we tour the city along the smooth roads we see on every hand the changes which the Fascist Dictator Signor Mussolini and Dowager Duchess of Aosta have made possible. There are still remnants of the world's worst slums. It took two thousand men to tear down sixteen thousand buildings at a cost of four million dollars. We motor out to the old Bourbon palace, which is open to all club members who pay the annual dues of twenty-three cents. This entitled 1,920,000 Italians to fine meeting places in old palaces, special excursion trips, cheap theater tickets,

special libraries, reading rooms, lectures, and night schools. The "Napolitan Dopo Club," as it is sometimes nicknamed, is no exception. The old Castle of Caserta housed one hundred thousand picnickers. In addition to its leisure-time activities it manages the famous Piedigiotta, which celebrates the Feast of the Virgin, September 8 to 11. Our visit includes an inspection of one of the many homes for orphans. Since 1922, Naples has added many new homes which care for the unfortunate young people.

Leaving Naples behind, we hurry to Venice, the city which the American Elsa Maxwell helped to make fashionable in 1923. We hear the Venetian slogan as we journey northward, "See the Lido and live." We may see some of the famous people who come to the Lido during the season in May or June.

As we ride along the canals in gondolas and admire quaint buildings which cannot be repainted without the permission of a committee, we are told of the romance which is Venice. Titian, the painter, lived there. Richard Wagner and Robert Browning came here to die. There is the Palazzo dei Poli, where Marco Polo lived and perished. Here we see the Merchants of Venice, whose marketplace is a group of small islands, about five miles square, filled with churches, palaces, and pleasure haunts connected by a network of canals.

What of the Italian peasant whom we have noticed as we journeyed from one end of the country to the other? Almost half of the Italians are agricultural. The soil of Italy has supported too many millions of people for too many thousands of years. Through the newest type of scientific farming, the 119,745 square miles barely take care of the many millions of people. It has been the battle of wheat because most Italians live on spaghetti or wheat-base foods. A large group of Italians find work weaving leghorn hats and carving wood. A small number

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work in hotels and restaurants, while very few are engaged in industry.

Although Italy sells some oil and wine to other countries, the largest sale abroad is cheese. The achievement of this nation does not lie in her foreign trade. The reclamation of marsh lands, such as the draining of the Pontine Marshes, and the building of irrigation projects, such as the Cavour Canal, bring back millions of acres of fertile land to cultivation.

Italy possesses Sicilian sulphur and Carrara marble. Unfortunately Italy has no coal, oil, or iron.

Although an obstacle to cheap transportation, the Alps and Apennines furnish electrical power from the high mountain valley glaciers that melt into rivers. The electrical railroads are the greatest consumers of electricity in Italy.

Let us pretend the War is over and travel to Italy—enjoy the contrasts of winter sports in the Apennines between Bologna and Florence, or the mild winters of San Remo; listen to the opera in the cities of Rome, Milan, and Florence; explore the palace of Tiberius on the Island of Capri and see the dog races there; take a trip to Herculaneum on the slopes of the active volcano, Vesuvius, the popular haunt of ancient patricians; accompany the guide through the wonderful Grotto of the Sibyl at Cumae, where Rome's destiny was prophesied to Aeneas; drink in the beauty of the frescoes of Giotto in the church of Santa Barbara.

\* \* \* \* \*

The teacher is able to enrich her lesson plans from year to year by keeping them in a card catalogue.

Now the class invites the guest to accompany them on a trip which they have planned.

It is spring in San Francisco. The bursting buds and pink popcorn blossoms of Japanese fruit trees remind us

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that now is the time for a trip to the Orient. Do not put off such a visit until the summer when the very door-knobs are said to wilt. Go now and enjoy the mysteries and beauty of Japan and China. Such trips can be arranged and properly timed even when it consists of a group of forty-two children, surrounded by periods, books, principals, vice-principals, supervisors, and superintendents. The class, armed with some do's and don't's, which had been written upon the blackboard about the trip, is ready to start after the student committee has arranged with the principal's office for permission and half-fare streetcar tickets.

### UNIT IV—EXPLORING THE MYSTERIOUS EAST

(WRITTEN ON BLACKBOARD)

#### DON'T

1. drink water in China unless it has been boiled.
2. eat uncooked vegetables such as salads in China.
3. eat fruits with thin skins which can be broken easily in China.
4. eat melons in China.
5. expose yourself to the mosquito.
6. allow the sun to shine on your head or the back of your neck.
7. become tired, hungry, and thirsty at the same time.

#### DO

1. drink "silent water," as it is called in China.
2. wear a sun helmet in the sun.
3. bring a medicine chest.
4. bring a passport with some business and personal letters of introduction, with a bank letter of credit.
5. bring some warm clothes.
6. carry some comfortable shoes.
7. bring an umbrella. A rain-coat may prove too warm.

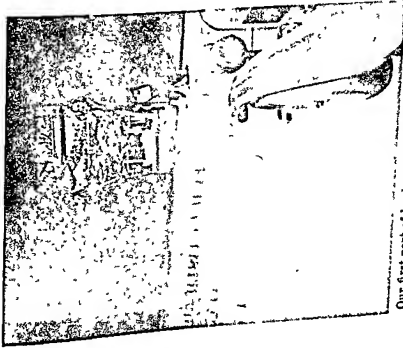
## Introducing the Seventh Grade

8. stay in the modern cities like Kobe, Osaka, and Nagoya if you expect to see old Japan.
8. visit a native inn in Japan.

A student asks whether Japan's railroads are like those in the United States. The teacher refers him to an article in *Fortune Magazine* showing that the Japanese travelers ride in Pullmans behind Baldwin locomotives, much as we do. When their train stops at a station, the passengers hear the call, "Bento! Bento! Bento!" Lean out the window and drop forty sen for a Bento box and ten sen for a pot of tea into the hands of a Japanese attendant. These clean thin wood boxes are made in two compartments. One half is filled with hot rice. The other includes cold vegetables, meats, broiled fish, and maybe a cutting of omelet, lotus roots, bamboo sprouts, and pickled seaweed. Each station uses a different style of receiver. Some travelers keep these boxes; other throw them on the floor, and a train boy sweeps them all out as the train moves away.

The first port of landing is the Japanese Tea Garden in the Golden Gate Park. As the group walks about the garden, they notice that it was first started in 1893. That seems a long time for a garden to be growing. The teacher reminds the class that Japanese build gardens to express ideas. Their gardens often take centuries to mature. The money for temples and gardens is usually given by the common people of Japan. If too poor, they donate labor and even hair to be used in its construction. There, surrounded by a fairyland of varicolored blossoms, young America enjoys the beauty of quaint bridges and exquisite shrines and temples. Continuous queries of the class bring forth stories and legends from both teacher and pupils.

This scene might be the copy of some famous view in Japan. The Japanese adopted an ancient Chinese custom



Our first port of landing—The Japanese Tea Garden,  
San Francisco, California.



When too poor to give money the Japanese donate  
labor to build their temples.

### *Introducing the Seventh Grade*

in cataloguing all their beautiful spots. The three most famous views are (1) the sea at Matsushima and its pine-clad islands, (2) the bay at Amanohashidati bridged by a natural long narrow causeway, (3) looking out upon the great red torii which stands in the waters of the inland sea from the sacred island of Miyajima. The torii in the Japanese Tea Garden in San Francisco with its two upright posts and two cross bars at the top which serves as a gate to a Shinto temple might be in that same scene in Miyajima.

They pause for a moment at the statue of gentle Buddha while the teacher describes the original Buddha in Japan built in 1252, forty-nine feet and seven inches in height. It takes three hours to go from Tokyo to Kozu and thence by motorcar to Miyanoshita, high in the hills of the Fuji country. There at Kamakura is the beautiful Buddha statue formerly surrounded by a quiet garden such as this, tended by a simple priest. Unfortunately, it is now the center of a very noisy and dirty refreshment parlor.

The temple and the priests call forth the story of the famous fire walking in Tokyo. At a half hour before sunset they set fire to a mass of kindling wood which has been placed over a charcoal bed, two feet deep, six feet broad, and eighteen feet long. The priests begin their incantations appealing to the god of water to cool this white-hot bed of coals. Sharply at the stroke of sunset the priests with bare feet slowly march over the white-hot coals—six yards of slow steps.

Tired and a little thirsty, the eager youngsters decide to have tea and cakes in the garden. Little pots of tea and plates of cornucopia cakes are served by an old Japanese woman dressed in her native costume. Pots of tea and water are taken from charcoal burners. The tables are tree trunks artistically arranged. The largest one includes a garden with a water-moat in the center. Birds hop about the garden and chirp as the children

## *The Great Adventure of Pedagogy*

drink their tea. Some of the cakes are pinched together and hold fortunes for the eager eater. The thin gauze-like napkins contain Japanese colored figures. At the request of the teacher, the students count the plates upon the table and find an odd number. She explains that this means good luck in Japan.

The teacher then describes a Japanese inn. On arriving at the inn door the guest must leave his shoes outside. There is no lobby. The mistress and maids appear as soon as the traveler claps his hands. They kneel down and touch their foreheads to the ground hospitably. Each guest is assigned a maid who looks out for every want. The fortunate wayfarer is given the most important room in the house, the one looking out on the garden.

First the maid brings the traveler a pot of tea. She also gives him a fresh cotton kimono which can be worn whenever he is in his room. The maid may giggle from time to time, for many foreign customs seem funny to her. The room contains a vase of flowers, a scroll painting of one of the famous views, a miniature chest of drawers which might have been taken from a Japanese doll house, and some elbow cushions on the floor. Should the traveler care to write, the maid will bring him a low table. The walls are made of paper. Their sliding panels hide mattresses and quilts during the day which are used at night. The lower sheet is really the covering for the mattress, and the upper sheet is sewn over the quilt. As there is only a block of wood for a pillow, the European will have to use the elbow cushions if he really wishes to be comfortable.

There is no dining room. A maid brings a table for each guest when he claps his hands. If the traveler likes the soup he should smack his lips loudly to show his delight. Two fish dishes and one of pickles follows the soup course. There is a wide range of choice in uncooked as well as broiled fish. Grilled eel also are good. This may



### *Introducing the Seventh Grade*

be followed by an omelet, which is called a *Famagoyaki* in Japanese. Next one can have either chicken or beef. This meat is cut into bits, mixed with vegetables, and cooked in an iron dish over a charcoal burner right before his eyes. Sugar and soy are then added. *O-gohan*, or honorable rice box, which consists of three cupfuls of rice to be eaten with chopsticks, finishes most meals. Coffee is quite unknown.

The class listens attentively to this description of a real Japanese meal. Tea finished, they wander out of the garden over a small lake full of goldfish. The teacher tells them the way the people at Gifu catch their fish. These Japanese fishermen train cormorants, a bird with a big pouch above its throat. By fastening a ring below the pouch the trained birds catch many fish at a time and yet are unable to swallow them. When the bird's pouch is full he reports to the side of the ship where the catch is disgorged and he can begin again. Such a bird may catch one hundred to three hundred trout in one night. Fishing is usually done at nighttime. This makes it picturesque. The flaming fagots on the fish boats and the paper lanterns of the houseboats light up the fleet of fishing craft, which may include as many as fifty.

The Seventh Graders make plans for an imaginary trip of their own to Japan. They will study their texts and library material and do interesting projects. Later we will visit this class and see and hear what they worked out as a result of their stimulating trip.

The wealth of text and library began to unfold itself to the eager young travelers to Japan. Class discussions upon the main points of their reading cleared up many difficulties. When the subject was thoroughly understood, a class conference was held. They divided themselves into committees according to their tastes and abilities. The teacher helped work out a practical plan of organization. After an hour of planning the setup looked like this:

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### ORIENTAL TOUR COMMITTEES

- |                |               |            |
|----------------|---------------|------------|
| 1. Invitations | 3. Dress shop | 5. Posters |
| 2. Tickets     | 4. Scenes     | 6. Talks   |

It was decided by a majority vote of the class that signing upon these committees was really a pledge to complete all planned work. The original paper of signatures would be given back only when the work was successfully finished. Thus these papers became both an outline of their work and a contract. Some names appeared on several committees. The teacher talked with each committee after their own meeting, guiding them with practical suggestions. The room itself afforded many corners where whispered conferences could be carried on. The speakers of the class, as well as all other committees who wished to verify any mooted point about invitation, ticket, costume, or scene, sought material in the library. It was further agreed that if, for some good reason, an individual's work could not proceed immediately, he would offer to work on any committee which proved at the time shorthanded. As the work progressed, many groups needed additional workers, and all were busy every minute of the period. Cooking aprons were donated for the use of the scene and poster committees to protect their suits and dresses. Two girls, who had not as yet seemed interested in any subject, became intrigued when their clear writing made them indispensable members of the invitations committee. As a result of this work, they later became interested in making speeches themselves. The plan began to materialize. The class decided to visit China after they had explored Japan. Most tours did include both countries, and this group wanted to be as realistic as possible. The teacher promised to help them when they were ready for the Chinese journey, because she knew the art and customs of China that would appeal to these children.

THE TEACHER HELPS THE EXPLORERS TO CHINA

When peace again returns to China, we can take an airplane trip over this vast country. We will see that the plains lying north of the city of Nanking are dusty, brown, and thirsty, while to the south the land is green, with well-watered rice fields.

In our tour of China it is well to make three bases for our visit: Peking, Shanghai, and Hong Kong. Thus, we will see the beauties of the north, the Yangtse Valley, and South China.

As we approach the city of Peking (northern capital), now called Peiping (northern peace), we are impressed by the wall which surrounds it and the vastness of the city itself. Climb upon this wall which extends for twenty-two miles. From your perch fifty feet high and forty feet broad, you can see this city, which has been important for three thousand years. In the reign of Kublai Khan, Marco Polo wrote about its beauty. However, its importance declined when the capital of China was moved. The Russians have increased this depression by taking the Mongolian caravans to Soviet trading posts. You may see the trees and many beautiful gardens.

Go down into the city and get acquainted with its smells and noises. Enter this shop. The barred windows will fly open, for this shrewd owner of porcelain and needlework recognizes the approach of the tourist. Which of the four prices will he quote to us? The first price is just a beginning; the second, for shrewd buyers; the third, for foreigners who know nothing about Chinese goods; and the fourth, for round-the-world tourists. While in Peking, we can go down glass streets and pick up some perfect deep-purple glass cups after a search through dozens. On the outskirts of the city we may be able to buy some "tribute silk." Great silk merchants presented this silk to the Imperial family and to certain high officials as samples of their weaving art. These

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bolts may be fifty to one hundred and fifty years old, but modern factories can neither duplicate the silk nor the dyes. There is never much "tribute silk" on the market. It is only when poor Manchus feel the pinch of hard times that bolts of it appear for sale.

Our trip through Nankow Pass brings us to the Great Wall of China. No modern nation has the wealth or the power to build such a defense today. Its price included thousands and thousands of lives. Climb the eastern spur and you will see the wall stretch out over the rolling hills much as a great dragon lying on the mountainside. This is only one of the many tours which you can take around Peking.

For the present let us go on to the International City of Shanghai. This settlement is chiefly controlled by Great Britain, but thirteen nations are represented by individual consuls and courts. In 1843 the Chinese made an agreement called "land regulations," which gave each nation the right to live here and be protected as if they were living in their own land. This was called the right to self-defense. European gunboats have made it so increasingly safe that many wealthy Chinese choose to live there rather than in the rest of China, where the country is often swept by bandits, famine, and even revolution. Thus an acre of land on the Bund in 1843 which sold for two hundred dollars is now worth four million, two hundred thousand dollars.

Nanking Road is the main street in Shanghai, where the red and gold banners flashing in the sun advertise the sale of silks, satins, teak, and jade. Although there were scarcely any deposits of jade in China, the Chinese have prized it for three thousand years. There are many stories about the discovery of jade, but the most interesting one is that about Ben-Wo. This wise Chinese saw a beautiful phoenix standing on a rock. As he approached, the bird flew away. Ben-Wo examined the remaining

### *Introducing the Seventh Grade*

rock and found it to be jade. He immediately brought it to the Emperor. The Emperor did not like it, so he had the chancellor cut off Ben-Wo's left leg. Ben-Wo waited patiently for the Emperor to die. Twenty years passed. Upon the death of the Emperor he again presented himself at court. The old chancellor, however, was still alive. He remembered the former Emperor's command and had Ben-Wo's other leg cut off. But the new Emperor liked the jade, accepted the stone, and made Ben-Wo a great man in his kingdom. Later this Emperor's successor refused fifteen cities for this same lump of jade. Confucius said that jade had the qualities of truth, wisdom, justice, and humanity. Chinese carve it with drills, spinning wheels, and bores without signing their names to their work. It takes hours to polish the finished piece. The color in the jade determines what kind of scene can be carved out of it. Europeans do not like to work in jade for this reason. The dark emerald green or *fei ts'ui* is the rarest type, one ring being valued at five thousand dollars.

In the shops you may see some Ming porcelain, which the English misnamed china. The Emperor Hung Wu who first gave his family the name Ming did so because the word means bright. Ever since, the word Ming has stood for the greatest period in Chinese art, known for its beauty of porcelain, leather, paintings, and jade. Choose carefully, because the Ming you buy may be an imitation. Ts'ui, who lived in 1522, did it so cleverly that even experts cannot detect the difference. Even Ts'ui work is valuable if it cannot also be proved an imitation. Chinese artists do not consider an imitation dishonest. When they sign the other artist's name they do so in full confidence that their skill has so imitated the original that it will never be detected.

We notice that the smart women of Shanghai are quite Westernized. They still wear Chinese style clothes, but

## *The Great Adventure of Pedagogy*

they go to beauty parlors and wear Western shoes. They dance, drink, smoke, and drive autos. They attend universities, teach, form clubs, and work in offices on the Bund much as do their Western neighbors.

It is great sport to charter a houseboat and travel up the great Yangtse, the three-thousand-mile Mississippi of China. If you should do so, visit Hang Chow and the West Lake that Marco Polo praised so much. Go to Soochow, the city built five centuries before the birth of Christ. Fifteen hundred miles farther up the Yangtse is Chungking.

Perhaps you would wish to travel to Hong Kong and explore the south of China. Hong Kong is an interesting city in itself. It was given to Great Britain in the opium war in 1842. The city is all up and down hill. Chinese children enjoy life there playing on the staircase streets. The girls tend the babies while the boys play with iron marbles, feathered shuttlecocks, or kites. But as one Chinese boy remarked to a visiting artist named Sorel, "It is a good life."

\* \* \* \* \*

The class committees carried on their study of China much as they had upon Japan. Visits to San Francisco's world-famous Chinatown helped stimulate any of those who had not as yet been caught upon the wave of enthusiasm for all things oriental. Each hour allotted for Social Science fairly sped. As the models neared completion and the talks were changed to meet the last constructive class criticisms, the Seventh Grade decided to invite their parents, teachers, principal, and superintendent to go on their tour. The attractive invitations were speedily sent out, asking many guests to attend this festive occasion.

Their guests learned with interest that a distinguished young graduate of Cambridge University, England, J. D.

China And Japan

Travel & Co.  
Agent with the H-7-12  
and Friday April 12, 1935  
at 8:40  
Over guest of honor  
Miss Mr. J. W. Murray  
The President  
of the Pacific  
Coast



Typical farm scene in China.





A model of Peiping and the ricksha coolie Wong.

TRIP

To the Orient, China and  
Japan.

Price -- Friendship to our  
Class H7 - 112.

First we shall be on the  
Deep blue sea,  
Where the boat rocks and  
The wind blows free.

Our next scene will be  
Aboard the COOLIDGE,  
Far out at sea.

Now we arrive in Japan  
We will show you around  
As best we can.

Now we will show you  
Tokio,  
Where you will see people  
Riding in kagos.

To China we will go where  
We see the Jade all aglow  
And hordes of people walk  
walk to and fro.

ALL ABOARD! We're on our  
Way back home where the  
Sun shines every day.

Trip to the Orient—China and Japan.

Murray—Vice Consul of Great Britain in San Francisco—was to be guest speaker and take part in the world tour. Thus the teacher was trying to work out in her teaching the well-known proverb of progressive education, "Bring the world into the school and send the school out into the world."

Step into that classroom on April 12, a bright sunny day. The room itself is like most others in public schools crowded with movable chairs. The decorations on the walls lift it out of the commonplace, however. There, over a model of a typical farm scene in China, are some lovely posters of Chinese men and women.

The Elite Dress Shop has its banner and some appropriate travel-costume posters already on display. Many more costume suggestions repose behind the counter to be displayed later. The ticket office is already open for business at the other end of the room. Seventy-five tickets are neatly piled in a wooden box guarded by a responsible member of the club. In a glass cabinet at the back of the room amid colorful Buddhas and oriental displays are shown the contents of the first packet from the Australian "Cheerio to American Friends" Club. These samples from their books and drawings will give you an idea of how young San Francisco is gaining firsthand information about one of Great Britain's colonies, Australia.

A large sign *S. S. Coolidge* is emblazoned on the front of the room. After the necessary introductions to teachers and Vice Consul Murray, the enthusiastic young guide courteously shows each guest to a seat. Another High Seven Social Science class has been invited because most of those carrying on the tour are either acting as hostesses or players and do not need the seats. Each one of these students is treated as courteously as any other guest.

That is the principal just coming in. As his hostess takes him to the Elite Dress Shop we notice that although she has no men's clothes to show him, neither are dis-

*Living of the Past*.

Page of Volume

Washington at least 525 ft., 10 miles by rail each way from  
Washington, on the Green, where clear waters meet waves  
over stone and shingle beneath spreading widely dark  
hickory, and myrtle gum. Still more numerous are  
on every side, and over all others the 200 feet above  
Dennis Quarry.

Atkinson, Howard, Jr.

Charles of Adelaide was elected and the city planned on 1127 by Col. William Byrd, the first surveyor - 8 miles of land east. Electricity arrives 1822 now, exclusive of wires, overwings, and perhaps some 6 measures of good harvest and rivers are left in proximity for the people's use.

with a purpose.

A flowing march of the alps every 500 feet are lost  
but to high 100 miles with east of the alps (changing  
at Thompson's) there 23 miles to west. Pure ground  
marched, it's their land over the hardly too improving  
many of peaks, nothing in great ways to the design.

James J. Montgomery

Wassenaar Ferry as the point at which the river strikes  
west from Spring as a straight course the mouth of  
River. The old home of John Wimmer has now been  
converted into a comfortable hotel. The village has  
near the river at the ferry, the open drying sheds  
of corn are large.

The Elite Dress Shop has its banner and some appropriate travel costume posters already on display. Many more costume suggestions repose behind the counter to be displayed later. The ticket office is already open for business at the other end of the room. Seventy-five tickets are neatly piled in a wooden box guarded by a responsible member of the club. In a glass cabinet at the back of the room amid colorful Buddhas and oriental displays are shown the contents of the first packet from the Australian "Cheerio to American Friends" Club. These samples from their books and drawings will give you an idea of how young San Francisco is gaining firsthand information about one of Great Britain's colonies, Australia.

turbed for both have agreed that one evening dress is particularly lovely. As he is given his ticket he opens it to see the extent of the itinerary. The ticket committee did well to write the poem, type the master copy, run seventy-five duplicates from the Gel-Sten Machine, and finally paste them into realistic folders.

The last guest having arrived, we are ready to begin.

Elaine Colombe, the tour hostess, steps forward and graciously greets the thoroughly interested group. Her white sport dress is a contrast to the oriental costumes worn by the other hostesses. She describes our ship and then takes us far out to sea. We dine to sweet music from a miniature phonograph. This adds the final touch of reality to her description.

As we dock we wait expectantly for our first glimpse of Japan. We are not disappointed. The door opens, and six or seven pretty girls dressed in effective Japanese costumes come tripping in. As they go to the front of the room and separate they disclose a colorful scene of Japan with the *S. S. Coolidge* lying at anchor near a Japanese cherry-blossom-covered hillside.

Lida Magnani, the first little girl to speak on Japan, gives us a greeting from Nikko, two thousand feet above sea level, where it is always cool. She describes the beauty of its shrines, the avenue of the great stone torii, the many-storied pagodas and the Gateway of Two Kings. We see with her the tomb of Icyasu which took fifteen thousand laborers twelve years to finish. She describes the three famous monkeys, "See no evil, hear no evil, and speak no evil," which are carved on the sacred wall. Here the tourist may purchase holy water.

Lida is followed in turn by the other girls who tell us of other fascinating places in Japan. Under their guidance we motor to Lake Chuzenji through a country covered with spring azalea and wisteria. We hear the thunder of water of the cascade Kezon-No-Taki long before

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we see it. No one is allowed to come near the falls for fear of suicidal attempts which are so popular in Japan.

Our trip extends over the Ponsei Pass to the picture village of Ikao through wonderful forests and valleys carpeted with wild flowers.

It is interesting to hear about the boiling springs at Kusatsu which are supposed to possess medicinal powers. The following advertisement has no allure for us:

"Hot steam baths—uncommon to the world—cures rheumatiz, stummock ach and various other all diseases by cold caught."

The vividly colored rocks forming their rock basins, these springs, filled with corrosive acid that sears the flesh, have no attraction for us. Those patients who have not already run away follow the bath master. Upon the first blast of his trumpet they proceed to the cauldrons, where the water is beaten with paddles to the accompaniment of a weird chant. This is a plea to lower the water temperatures. On the second blast of the trumpet the patient must submerge in the boiling water for three long minutes. Then a third blast of the trumpet releases them from their pain.

We see the hundreds of sacred islands which lie between Matsushima and Kinkwasan landscaped with temples, pagodas, stone lanterns, and miniature bridges. One of our guides takes us to Nagoya, where cloisonné vases and Satsuma ware are made. Another guide shows us the culture pearls at Gokasho on Goza Bay and describes the Battle of Fireflies in Ugi.

The myriads of fireflies swarming over the river at night are a beautiful sight. We forget that each one had to be caught by a Japanese who places it in his mouth until he can turn them unharmed into a netting, a mouthful at a time. In company with our young guide, we enjoy the glory of the cherry blossoms and the symbolism of intricate miniature gardens.

### *Introducing the Seventh Grade*

We next visit the silk industry. Many people of Japan are busily engaged in this work. The Japanese government inspects all the silkworm eggs and finished silk skeins. The actual growth of silk, however, is carried on in the same ancient manner as it has been for generations. Most of these two- or three-acre silk farms are located in the Japanese Alps, or the central part of the Empire. As the High Seventh Grade student describes the growth of the egg from worm to cocoon, we see the laborious and patient farmers finally crowded out of their clean, tiny, flimsy houses by the five-thousand-times growth of each silkworm. Their simple fare of rice, fruit, and fish is cheap enough; but the heavy tax laid by an expensive military government has beggared these people. In addition, the artificial silkworm, rayon, is cutting down the price of silk so that even these underpaid farmers cannot live. Our small guides take us back to our ship.

On to Korea, the Belgium of the Orient. Korea consists of eighty-six thousand square miles of fairly rich land with mountains where valuable deposits of gold, copper, and iron are found. Here we meet another group of charming guides. One plays the role of an American, long resident in Korea. He tells us the peculiar customs of this subject people. Koreans claim that all the culture of the orient comes from them, for the Korean art of printing was a thousand years old when Gutenberg invented his press in Germany. The Japanese attempts to Japanize the Koreans have met with discouraging results. The Japanese rule that the Koreans must wear colored clothes has made no impression. The Korean gentleman still persists in wearing the long white linen robe, short linen coat, and long white skirt. Japan argues that the young Korean wives waste three days washing these garments with a stone in soapless cold water when they could be more usefully employed.

This young American takes us twenty miles back in

the hills to an old Korean monastery, Tong Do Sa. This was founded twelve hundred and eighty-eight years ago by Sun Duk Wong. Buddha appeared to him in a dream and commanded him to build a temple around three relics—a bone from Buddha's forehead, a fingerbone, and a bead. Four hundred priests now live in this temple. As we sit in this sacred place and eat different sweetmeats such as Song Wha Tangi, made of the pollen of pine flowers, Yut, made of barley, Tulek Bak, a confection of sesame seeds, we realize how far away this refuge is from the realities of life.

Another lad transports us to faraway Manchukuo, ruled over by Pu Yi, twice emperor of China, now Japanese figurehead in the government of Manchuria. It is a bleak, cold country where millions of Chinese farmers produce more than half of the world's soy beans. Manchukuo includes the Japanese South Manchurian Railway, a few cities like Harbin, Hsinking, Dairen, and Mukden, and the Fushan coal mines and oil-shale works; the iron and steel works at Anshan and the iron and coal of Penhsihu. The Chinese greatly outnumber the Japanese because they can live on a pancake made of kaoliang in extreme cold weather and consider the bread or rice of Japan a great luxury. These Chinese peasants do not seem to care who rules them, as long as they have their farms and are allowed to exist.

A little girl in Chinese costume now leads us to Peiping. She describes the peculiar habits of our ricksha coolie, Wong. He works for a Chinese dollar a day, which is twenty to fifty cents. A man of about thirty, he can run for hours without quickening his breath. Wherever Wong takes his passenger, he immediately finds the kitchen and generally gets a handout. Whenever his passenger buys anything at a store, he gets a certain percentage of the sales price. If a merchant should fail to do this, the boy-cott which other ricksha boys would set up would ruin



### *Introducing the Seventh Grade*

the merchant. This is called "cumsha." Whenever his passenger steps out of his hotel, the other coolies yell for Wong, who appears as though on call. The other ricksha boys will not carry Wong's passenger, although they are very poor. Wong boasts to other boys of the splendid places his tourist goes. He even enables his passenger to enter the Forbidden City after closing hours by impressing the guard as to his importance. Thus, he "saves face" for both of them, and the other ricksha boys never know how close he came to being shut out. He never complains. If Wong should be ill-treated, the tourist would only hear it from friends who had been told it by their ricksha boys.

From Peiping we journey to Shanghai and Hong Kong. The poverty of the Yangtze Valley is tragic. Here the impoverished land has been divided so often among the sons that the present generation has too small a place to live on. China also suffers from lack of water control. It is either drought or flood. The poor road system makes it possible for plenty and famine to exist side by side a few miles apart.

Everywhere can be seen the influence of modern Western civilization. We learn that the American movies are changing the old customs of China. Young Chinese brides now insist on their own choice in marriage and a home of their own. This contrast with the old custom of being a slave to an arrogant mother-in-law is a great advance for the young wife.

Canton is a Chinese version of some American city. It has been built with the money that Cantonese have sent back from America. Most of the Chinese in America have come from Canton. The people from this region are the wanderers, as well as the fighters and bargainers of China. Once upon a time Prince Liu swore eternal brotherhood to Chung and Kwan who helped him conquer the bandits who had overrun southern China. Later Chew joined them but never took the oath, and his descendants

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are not as influential as those of the other three families. All four brothers died in the same year. Ever since then for some seventeen hundred years the pledge of brotherhood has been held binding on any member of these families, and they must answer the call for help wherever they may happen to be. The four families have a beautiful clubhouse in San Francisco. Side by side with modern Canton is much of old China. A sampan manned by two women was hired by a tourist. When he paid them for the journey the women demanded more. But the tourist had been warned by a Chinese friend that such a fee would be adequate and that they would be secretly delighted with such a fare.

In an ancient Chinese drugstore are displayed powerful medicines of powdered dragon claws, deerhorn, and love potions. Near by a Chinese dentist caps a tooth with gold, a hammer being his only tool. The patient then walks away, broadly smiling in order to show his new ornament. One little girl takes us to see the storerooms of the jewels of the Empress Tzu Hsi, often called "Old Buddha." We admire the perfect pearls which were unpierced until she used them. The clear jade is beautifully carved in the forms of lotus leaves, Goddess of Mercy, plates, bracelets, and chopsticks. She wore pearls both summer and winter, while jade was only used in the summer. Her gorgeous dresses made of heavy silk, the figures outlined in pearls, must have been very uncomfortable to wear. China fascinates us, but we must go back to the ship which is waiting to return to America.

Home once again, our honor guest, J. P. Murray, Vice Consul of Great Britain, escorts us to England in the springtime, to enjoy the Jubilee Year. He shows us glimpses of flowers in bloom along the English country road. We thrill with him over the Henley Regatta at Cowes, the tennis matches at Wimbledon, the garden parties of the King and Queen. The student life at famous

## *The Great Adventure of Pedagogy*

VAMPIRE BATS that can kill their victim after one attack upon their life blood.

COAST DWELLERS, for most of the people live on the coast in Rio de Janeiro, Buenos Aires, Santiago, and Lima.

ANACONDAS, that seem to hold no grudges.

SPANISH, which is spoken in nine of the ten republics. Yet Portuguese is spoken in nearly half of South America, although Brazil is the only country that is Portuguese.

GARRAPATA, a scallop-shaped tick with six legs and two blood-sucking claws.

SPANISH, PORTUGUESE, ITALIANS, and GERMANS, who are the largest groups of foreigners in South America.

IHENNI, a tiny fly with a bite like fire which kills its victims by keeping them awake.

THE PAMPAS OF ARGENTINA, one of the most level areas in the world.

BOLIVIA, the Switzerland of South America.

RIO DE JANEIRO, the home of the "wisecracker," where traffic officers are called grasshoppers (*grelats*) and the poor live on Stringbean Hill (*Morra da Favella*).

The High Seven "Land Ho! to Foreign Countries" group knew from the discussion prompted by the unit title, map, and facts upon the blackboard that the trip ahead was full of danger and hardship. Three men who had recently come out of the Bolivian jungle described "Green Hell" in a book of their adventures.

Neiffo de Chavez had done it in 1557 with a party which included five noble Castilian women of rare beauty. Before him Sebastian Cabot in 1527 had sailed up the Plata River to Asuncion. Juan de Ayolas, Cabeza de Vaca, and Irala had all attempted to explore this trackless forest and had failed. Thrilled by the stories of these successes and failures, this young band decided to try its luck in the jungle. They too formulated some rules of conduct which would hold them together, even when thirst, hunger, and insects would make life unbearable. Their rules ran as follows:

## *Introducing the Seventh Grade*

1. When members feel grumpy leave them alone.
2. Don't answer back to the hasty words of a companion; give him a chance to show that he is sorry.
3. Don't urge people to do what they don't want to do. They will act unselfishly oftenest when left to make their own decisions.

When the party was organized the group came to the teacher for more information about the continent of contradictions—South America.

### THE TEACHER'S INTRODUCTION TO THE UNIT

Rio de Janeiro is our first port of call in our exploration of the jungle. This deep harbor surrounded by mountains was formed when the coast line sank under the water. The combined navies of the whole world could anchor here without crowding. The tremendous statue of Christ looms from Corcovado's peak. This statue was built at a cost of \$250,000. Its height of one hundred and thirty feet makes it visible twenty miles away. Out of the docks of concrete and modern steel warehouses towers the mountain "Sugar Loaf."

Rio de Janeiro is the second largest city in South America. As we stroll down the Avenida Rio Branco in the late afternoon we see young dandies seated at the tables in the sidewalk cafes sipping their coffee. South Americans make their coffee as we make our tea. They pour hot water over a freshly ground bag of coffee. They enjoy a drink of coffee as much as we do our ice-cream sodas. All young unmarried upper-class girls are accompanied by duennas when they walk along the boulevard. Everyone is very polite. Should we park our machine in the wrong place, the traffic officers will say, "Will you have the goodness, Senor, to move your car elsewhere?"

The most important buildings in Rio are built along this Avenida. There is the Jockey Club. It is not only the best club in Rio, but it is noted for its expensive

## *The Great Adventure of Pedagogy*

concrete roof, which is not held up by any pillars, and its restaurant where the gourmets gather. The tallest building, the A Noite Building, towers twenty stories into the sky. We pass by the Municipal Theatre or the Opera House, where the best families give gay box parties during the height of the winter season, April to September, when world-famous artists are heard.

In the old, narrow shopping street of Rua do Ouvidor, we look for bargains. No vehicles are allowed here. The beautiful yellow Brazilian diamonds are cheap. All imported goods, however, are more expensive than in the United States.

The oldest families in Rio live in the Botafogo. Their children are sent abroad to be educated. The Americans live in the Copacabanca section, while the English have developed a little England across the bay or the Nictheroy, where they have their own cricket grounds, lawns, and beautiful homes.

Rio is a modern city. Although it is in the tropics, the water is healthful to drink. Dr. Oswaldo Cruz stamped out yellow fever. Mosquito killers (matta mosquitos), khaki-clad men with squirt guns and buckets of oil, kill these disease carriers, so that there are fewer of them in Rio than there are in New Jersey. The electric light and power is supplied by a Canadian corporation at an annual profit. The streetcar service is good. Those who do not wear coats must sit in a special section of the car. Rio's poor live on Stringbean Hill, where land is cheap and sanitation impossible. Stretched out before them, in their squalidness, lies the most beautiful city in the world.

Let us stop at the Rotisserie Americana, the best restaurant in Rio. It is run by a Spaniard. Here we can get European dishes and South American delicacies such as "feijoada," which is beans, rice, and meat sauce. No prices appear on the menu, but when you see your bill you are astounded at the amount that they dare to charge.

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American movies are shown in the "Praca Floriano," for the Brazilian likes to display his knowledge of English. These people prefer to play soccer, tennis, and go sculling in the bay. Another popular promenade is the Avenida Beira Mar. This curving bayside avenue is quite beautiful at night when the double rows of lights are called the "collar of pearls." The limousines are lighted from within, so that the passers-by may see the lovely gowns and jewels of the occupants as they whirl by.

We next stop at Buenos Aires. This city has a subway (*subterraneo*) where passengers apologize if they jostle one another, and no calls to step lively are heard as in the subways of New York. Buenos Aires tried traffic signals, but the motorists paid no attention to them. People now go as fast as they like, tooting at each corner, for an accident means an arrest.

The Plaza San Martin houses the aristocracy of Buenos Aires. These noble families, steadily getting poorer, are forced to engage in trade instead of the gentlemanly professions of law and medicine. The whole family, consisting of brothers, sisters, uncles, and aunts, live in the same house. A rich man needs one town house, one country house at Tigre, and one at Mardel Plata, in addition to two to ten estancias where enough wheat and cattle can be raised to bring in an adequate income. He should have money enough to go to Paris, Madrid, and the Riviera and keep an establishment at Biarritz. His wife needs a reasonable income of one hundred thousand dollars a year for clothes. The mothers of sons propose to the mothers of girls, for a girl must be married by the time she is twenty-one.

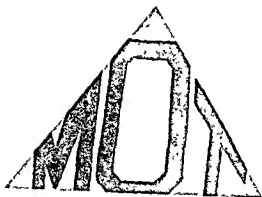
Everything is expensive in Buenos Aires—the Jockey Club, with its Roman baths and crystal chandeliers, the Plaza Hotel, the Contes Restaurant, which is famed for its chicken on a spit and red wine, and the Teatro Colon, the Opera House. Members of the family must mourn

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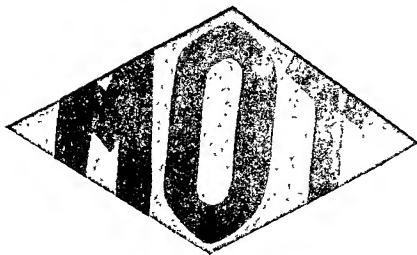
three years for the departed one. However, they hear and see the opera in especially built boxes behind grilled windows. The Parque 3 de Febrero has been reclaimed from the River Plate. Here are beautiful rose gardens, fountains, and black and white swans gliding over artificial lakes. Recoleta is the fashionable graveyard, where the whole family picnics on the anniversary of the departed one's death. After eating and contemplating, they go home. The Pampas estancia, or country place of about one-half million acres, is stocked with some fifteen thousand cows and one thousand horses. There the Argentinians hunt wild boar, ostrich, partridge, and deer imported from the Himalayas. They play polo on the sands of the River Plate.

We leave civilization and enter the jungle. The sun has set. In a flash it is night. The deep blue of the sky outlines the blackness of the trees and shrubs at our feet. We feel the deep silence all about us alive and ever watchful, for tigers, bats, and snakes roam near by. Macaws, owls, and fireflies float noiselessly by. As the moon rises and sinks, it leaves the darkness more complete than ever. Our horse is uneasy and restless and will not go forward. Finally we doze off. This is our first night in the jungle.

We had seen many strange sights as we arduously pushed on into the Chaco. The streams had been full of villainous silver piranha, who rushed to attack a victim when the scent of blood was borne to them on the current. In a few moments a mass of vicious fish had literally torn an animal to pieces. We had seen a gigantic alligator devoured by these piranha until there was nothing left but an empty football. We had tried to make friends with a ball of black, motionless fur which we thought was a lonely kitten. When the kitten gave us no encouragement, we stepped back just in time to see this black ball become a mass of long, hairy feelers. Eight hairy legs came out,



Merit award for 290-300 points.



Merit award for 600 points.

"We have patterned our club from the proceedings of the original 'March of Time' program, which consists of a radio program, weekly magazine, and moving pictures. Our club is divided into these three sections. We can belong to either one we wish. If you take the radio you have to help plan an imaginary radio program upon the British Empire. You draw pictures and write articles for the magazine. The motion pictures will be a homemade series of pictures in a handmade box. We will also send you a copy of our 'March of Time' magazine.

Sincerely yours,  
GLORIA GRAY (Ex. Sec.)"



with two black eyes above them. This was the deadly tarantula. Anacondas and vultures had also crossed our path.

The early morning brings added horrors. Suddenly we see two small yellow lights blinking not five yards away from us. Our rearing, terrified horse warns us that we must be face to face with a tiger. The memory of Duguid's method of defense flashes across our minds. We begin to sing loudly a popular song. For a while the eyes of the tiger continue to blink, then quite silently disappear. The horse slowly quiets down—a fortunate ending for a rather awful experience. Later we were chagrined to learn why the tiger gave up so easily. A veteran of the jungle informed us that the lights had been fireflies resting on a tree trunk. Tigers' eyes do not shine unless a light is flashed against them. The horse must have been frightened by some other animal. Many more adventures such as these await us in South America.

\* \* \* \* \*

If we could visit other High Seven classes we would find that each had worked out a different form of organization. Read the letter which the "H7-108 Round the World for Nothing" club is sending to Horsham, Australia:

OUR DEAR AUSTRALIAN FRIENDS:

I am writing in behalf of my class, H Seven-108. We are studying about the British Empire. In studying this subject we thought it exceptionally interesting to correspond with a foreign country. We would appreciate it if some of your class would write and tell us all about you and your country, and we will tell you about ourselves. I will enclose a list of the names of the children in our class and we would like to know the pupils of your class.

In Social Science we have formed a club called the "March of Time." There are a set of rules to abide by and five points are taken off for each rule you break. The rules for merit awards are as follows:

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1. Be a good sport and co-operate with the tour at all times.
2. Be courteous to all the members and obey the leaders.
3. Be ready to do your best.
4. Don't kill time.

If you have from 290 to 300 points you get a paper badge to put in your binder. At end of each week the points are totaled. In a month's time if you have earned 600 points you receive a felt emblem. I am enclosing a sample of each one.

We have patterned our club from the proceedings of the original "March of Time" program, which consists of a radio program, weekly magazine, and moving pictures. Our club is divided into these three sections. We can belong to any one we wish. If you take the radio you have to help plan an imaginary radio program upon the British Empire. You draw pictures and write articles for the magazine. The motion pictures will be a homemade series of pictures in a handmade box. We will also send you a copy of our "March of Time" magazine.

Sincerely yours,

GLORIA GRAY,

*Executive Secretary.*

Gloria Gray might have continued her description as follows:

Thursday marked the opening of a new radio station, MOT, broadcasting from London, England. The big black wooden "mike" and blackboard signs of "Please be quiet" added a realistic touch to the room.

In the words of the master of ceremonies, Richard Hansen, let us begin the program:

"This is a beautiful day aboard the good ship, 'March of Time.' All aboard! We are leaving on a journey by way of the short all-water route to India. Time passes. Already we are sailing through the famous Straits of Gibraltar. As we go on we sight a canoe. Yes, just as we thought, it is James Brennan, who has just been exploring the heart of Africa and has made this special trip out to our ship to tell of his thrilling adventures."

James Brennan's greeting and his story of jungles,

riders, lions, and reptiles is greeted by an expectant audience with enthusiasm.

Louis Garavaglia arrives. "Hello! Everybody!" His interesting account of the mummies and pyramids of Egypt seems no less popular.

Let the blond young master of ceremonies with wide serious blue eyes take up the thread of the story again:

"We enter the Suez Canal and go slowly through. As we continue along the Red Sea and beyond we are happy to sight land in the distance. We have reached India. It is thrilling to think that we have sailed to India along the same route that British trade has come in and out so often. As we had sent our representative, George Galvin, on in advance to study the queer customs of India we are not surprised to see him waving at us from the pier.

"There he is now, coming up the gangplank, smiling and happy to see us. Here, George, step up to the microphone and speak for yourself."

George Galvin's talk of the queer customs of India is followed by Jack Hirose, a representative of the British East India Company.

As many passengers aboard want to go on and visit Australia, the ship sets sail for that country instead of going back to England.

The master of ceremonies describes the journey so realistically that we are as expectant as the class for whom we shall next encounter. Our old friend Sidney Paton meets the ship in the harbor of Sidney, built many years ago by Sir Philip. Mr. Paton explains to us that Australia was the last continent to be discovered. It is still a world in itself. He points out the oldest mountains in the world now worn down to stubs. The natives in the stone age lived a life similar to many red men on the American continent when it was first discovered.

The clear voice of the master of ceremonies continues the story before the wooden "mike":

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"We hope that you have enjoyed your trek as much as we have enjoyed ours. Of course, you have missed the trip, but you did hear the talks. We only wish that television had been perfected so that you could have seen the beautiful and curious scenes that we have traveled through. As we journey home we realize why India is the most valuable colony of the British Empire."

The movie director, Peter Kutulan, showed the class the handmade movies of the development of the British merchant marine from ancient galleons and fast tea clippers to modern vessels. All the scenes were drawn by the committee of staff artists. Some of the best stills were reproduced in the first issue of "Time."

### THE START OF THE INTERNATIONAL MAIL DERBY

One morning the teacher sauntered over to her mailbox in the main office, expecting to extract the usual handful of absentee check-ups. Much to her surprise, she found a lone square envelope bearing a foreign stamp. The curly English type of handwriting announced it as an answer from Australia. As excited as any school child, she picked up the letter, planning to wait until fifth period when the H7 class came to her Social Science room. The letter was written to Henry Jessup, H7-108. Her curiosity thoroughly aroused, the teacher decided to call him at once so that she might read its contents as well.

After a brief interval Henry straggled in. Bright, careless, and indifferent, he had never been aroused by any interest at school. His young face showed as little excitement as to why he was called out of another class as he usually displayed upon such occasions. When the teacher handed him the white square with the foreign stamp and his own name written formally across it, she noticed his eyes became wide and shining. At last he had been reached and stirred. The fact that he had been the

first to get a reply from Australia made him feel important. This event had picked him out of a crowd that had submerged him all his school life. The fact that he alone could open this letter placed him in a new position of responsibility. He had never craved for prominence of any sort. However, this sensation proved more pleasant than he had imagined. As the teacher watched him clumsily open and slowly read the pages of his letter, she saw all these emotions appear on his face. Several words he couldn't read at all, and the teacher had to interpret them for him. He left finally, happily clutching his precious letter. He was looking forward to the thrilling moment when he would read it to his afternoon class.

That afternoon Henry started to read his letter in a quavery, nervous, hardly audible voice. A protest of raised hands made Henry realize that the class could not hear him. He started again in a much louder voice to re-read this letter:

High School  
Horsham  
11-11-35

DEAR HENRY:

I have much pleasure in writing to you, and as you said you are studying foreign countries, I thought I would just tell you something about the town and district in which I live. Our town is Horsham and the district is called the Wimmera. It is situated in the state of Victoria. Wheat growing is the main industry and sheep are also gone in for fairly extensively. Some of the best wheat growing land in Australia is in this district, for in a good season as much as 36-50 bushels per acre are harvested. A large portion of the wheat is milled into flour in a mill which is in this town. Much of the wheat is used in Australia, but millions of bushels are exported to other countries, our best buyer being Japan.

Some of the world's best wool comes from the Wimmera and much of it is also exported. We also have a butter factory in this town but cows are not one of the main industries of the district as the land is too valuable to use for grazing. We also have a very large irrigation scheme. The water is sent in channels for hun-

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dreds of miles up north to the drier regions. There are six lakes which have been made into water storages; four are about eight miles from here, one about thirty miles, and the other away up in the Grampian Mts. about forty miles away.

They are all natural lakes and are all linked up together in the one big scheme. The lake up in the mountains (Lake Wartook) supplies the town of Horsham with water which is quite nice to drink. The water comes to Horsham in pipes. There is a fair amount of fruit grown around here which is all grown by irrigation, but none of it is canned. The canning centers are more in the north of Victoria.

I think this is all I can tell you about Horsham and district. I should be very pleased if you could send me a letter as soon as possible as our head master (Mr. Brooks) has pinned the felt "March of Time" badge on our mantle piece in our form room, and he said that the first one to get a reply to our letter will get the badge. I should very much like to get it, and to think it came from California.

Hoping that you will send me a letter, I will close now and remain,

Yours sincerely,

DERAL SCHUMANN

The last paragraph which suggested the beginning of a mail derby with Australia had excited Henry from the start. The class caught the thrill. Their vivid imaginations pictured that emblem on the mantelpiece waiting for the winner who would receive the first answer from America. Several of his fellow students suggested topics that Henry should include in his letter. Others reminded him that he must be prompt. Fate had picked Henry out of a large class of much more enthusiastic, co-operative youngsters. Although this group sincerely doubted his ability to act promptly, they were willing to help him win.

Henry appeared the next morning with one paragraph completed. He had gone to the library and looked up some facts about his native state and city, so that he could tell Deral as many facts about them as the young Australian had been able to tell about Horsham. The letter which

was to have been in the mails the night before had just begun. Henry was eager enough to get the reply finished, but he had never done things accurately and promptly before. It was now a great handicap in his hour of real need. His blond pal, Richard, understood the situation, and so whenever there was a free moment Richard planned and suggested while Henry wrote. Together the copy was finished. The letter was copied upon appropriate stationery, after some slight changes had been suggested by the teacher. This is what it said:

DEAR DERAL:

I received your letter and was much pleased to hear from you. As you told me of the town and district you live in, I will tell you something about San Francisco and California. San Francisco is located on the coast of California. The district I live in is called the Mission District. California is greatly noted for its orange growing. Excepting Texas, California is the largest state in the Union. California has a length of nearly one thousand miles and a width of over two hundred miles.

One of the largest cities is San Francisco with a population of almost 800,000. In San Francisco, two big projects are getting under way. One is the Golden Gate Bridge and the other the San Francisco-Oakland Bay Bridge which will be used for transportation to Yerba Buena Island shoals where the 1939 fair will be held. This bridge will connect cities across the bay such as Oakland, Alameda and Berkeley.

The Golden Gate Bridge which connects San Francisco with such cities as San Rafael and Sausalito, is noted for being one of the wonders of the world. It has the largest span of any other bridge. A professor at Stanford University still says it can't be done.

The class was interested when you told about the forms because we have classes. For each subject we have a different teacher. Instead of a Headmaster, we have a Principal. We have six periods a day. First, I go to English; then for second period on Monday and Thursday, I go to Physical Education and on Tuesday and Friday I have Music and Wednesday, Assembly. Third period I have Sheet Metal, fourth period I have Mathematics. Then I eat lunch. After lunch I go in to fifth period which is Social Science. After that I go to General Science and at 3:10 I go home. The periods I like best are Social Science and Sheet Metal.

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We were very interested in the Australian stamp and would like to know if you would save some others and send them to us. Any of our stamps you would like we will send to you.

The sports I like best are baseball and football. I like to watch football games too. There was a football game on November 15, between all the different high schools such as Mission, Lowell, Balboa, Commerce, Galileo, and Polytechnic. Lowell won the trophy for winning over all of them.

Hoping that this letter will bring you the emblem, I am sincerely  
Your pal in America,

HENRY JESSUP

A five-cent stamp was bought. When it came to the address, Henry remembered that he had left Deral's envelope home. The class was now thoroughly aroused. They began writing copies of their own answers so that if anyone received an Australian letter it would be answered more promptly. Henry promised to address it that night and send it off. The next morning a disappointed boy desperately came to the teacher for advice. Deral had sent no return address. The teacher examined Deral's envelope and saw High School, Horsham, Australia. She then explained to Henry that Horsham was smaller than San Francisco and that the high-school address would be sufficient. He carefully addressed the envelope. Everyone sighed with relief when the fateful letter was finally placed in the mailbox. Something finer and bigger had come out of the letter to Henry. It meant a rebirth of his personality. The careless procrastinating lad had been shaken out of his indifference and laziness. He was well on the way toward a serious interest in Social Science. The feeling of prominence and responsibility had been too pleasant not to want it repeated. These are the educational by-products which come out of worth-while student activities and make the accomplishment well worth the doing.

A year spent in this modern Social Science classroom has been instructive and fascinating. That native interest



## *Introducing the Seventh Grade*

in something new has been used to develop good scholarship and personality. The teacher has accomplished these objectives by carefully planning her course in advance. The proper preparation of thought-challenging units and interesting approaches require time and research. She is more than repaid for her efforts by a harvest of eager students who grow in charm and intellectual understanding. The pupils have not only learned to study their text and use their library, but they have been encouraged to think for themselves. Verbalism and rote memory have gradually been erased as an acceptable way of working.

The confusion generally resulting from the change to the Junior High School has been avoided. This has been done by making use of every other kind of knowledge in teaching them the core subject of Social Science. The inclusion of art, music, drama, and literature interested many young people who would never be attracted to a traditional course in History.

Seventh-graders enjoy the study of strange customs of other peoples, but the subject took on reality and interest when each corresponded with some child in that foreign country. Everyone likes to express himself in private or public gatherings but is held back by timidity and lack of training. The Seventh-grader who has actively participated in class projects and demonstrations has learned ease of delivery and feels quite at home in front of a group of people. Class affairs shared with parents and friends have developed the student's ability to act as a gracious host, which is sure to be valuable in his social life outside the school. The encouragement of students to display their individual talents has taken them out of the crowd and thus contributed to one of the greatest needs felt by man. This class gave the child his chance to show what he could do, no matter how rudimentary and simple his effort. Just as Vittorina da Felbre, Italian schoolmaster for the Prince of Mantua, placed over his

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15th-century schoolhouse the words "La Giacosa," so this classroom may justly use its English translation, "Joyous House."

### SUMMARY

Because there is a transfer of similar techniques, the valuable habits of neatness, accuracy, and thoroughness in Social Studies should be again emphasized upon entrance into the Junior High School. Additional good study habits must be taught.

*Integration* becomes important at this stage. Under this system Social Studies uses the other subjects of Art, Music, and the English skills of Reading, Writing, and Speaking to make a complete picture for the Junior High School student.

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*Adventuring With the Eighth  
Grade*



## QUESTIONS

1

*Why is the alliance of history and dramatics such a natural one?*

2

*What are the necessary steps in good play production?*

3

*What is the difference between psychological and logical arrangement of material?*

4

*Why are periodic reviews necessary?*

5

*Consult one of the references on the New Type Test. Then make up a fair test on some unit, using the different kinds of new type tests. Arrange a list of questions in the modified essay form. What advantages do you see in each type of test?*

6

*Find out the principal historical events connected with the development of your own community. Plan a lesson bringing this story into its proper relation with the Westward movement.*

7

*How should poetry be taught in the classroom?*

8

*Choose some narrative poems and plan a lesson which introduces this poetry to an imaginary class.*

9

*Indicate in what ways the program is valuable to the student, the school, and the community.*

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## 4

# *Adventuring With the Eighth Grade*

THIS MORNING our path leads by an old-fashioned house set in back of a tiny, sweet-scented garden. The purple stock grow in the midst of yellow daffodils and delicate hyacinths. We notice other gardens on our way for the sunshine brings added color to the red tulips and pink peach trees. The crisp air calls back the past. Curiously we envy the good fortune of those explorers who could live in the garden that was America. Timely thoughts for a visit to the Low Eight Social Science class. We have left the High Seven class to continue their tour of the world and look forward on such a morning to the expected participation on a journey to the West.

The youngsters, too, have a dream in their eyes that the explorers must have had when they saw such a "fair continent" with goodly rivers, uninhabited yet covered with "wild raspas, strawberries, gooseberries, and damask roses," stretching out before them.

It is easy to be an explorer in this sunshiny classroom. Sometimes the sparrows quarrel noisily outside, but their loud chirping is the kind of disturbance most pioneers enjoy. We notice the bright posters and colored maps which decorate the room. This group of pupils, so busily and quietly working today, reading, painting, cut-

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ting cardboard, and drawing, are members of the club—"Our Gang on a Prairie Schooner." Some of the groups are called "Westward Ho!" "West or Bust," "Spirit of the West!" "American Frontiersmen!" and "Reading Westward." A detailed contour map of the country is used to record the progress of each group's covered wagon to the Pacific. Rewards for good citizenship, scholarship, and initiative push the groups' emblems forward to their goal.

Junior High School students enjoy delving into the past especially when personalities and customs are being studied. They prefer to read stories that have really happened whether they are happy or tragic. In fact, young people of this age will spend long hours going through uninteresting books in order to collect the necessary data for the imaginary diaries, letters, and plays which they are writing. These adolescents are a complex mixture of realism and make-believe. The history of their own country gives them a wonderful opportunity to express both sides of their nature in a constructive manner.

Few young people investigate the pages of the past for any great length of time without expressing a wish to dramatize some part of it. Psychologists tell us that this instinct begins in the individual at the age of three.<sup>1</sup> History contains ready-made plots filled with the suspense necessary to arouse and interest the amateur playwright. The young amateur knows too little of life to be able to develop a plot of his own.<sup>2</sup> He can construct an interesting playlet if his teacher appeals to the dramatic sense which is dormant in all adolescent children. If she is clever in reconstructing the past as a living entity the children will be delighted to plan a play about it. The teacher, however, must be careful merely to suggest and

<sup>1</sup> Merrill, John, and Fleming, Martha, *Playmaking and Plays*, p. 13.

<sup>2</sup> *Ibid.*, p. 141.

## Adventuring with the Eighth Grade

supervise this creative work rather than interpret the unit in terms to which the students feel obliged to subscribe.<sup>3</sup>

The first step in the dramatization of any story permits the students to browse in the library, reading the reference material, describing the events and personalities which may be used as a basic plot. The young persons then choose a dramatic episode from the many incidents they have been reading about, which contains enough suspense to justify a play. At this point the teacher shows the group how to write the play, in the accepted dramatic form. She points out the fact that too many scenes and characters confuse the audience.<sup>4</sup> When the play is completed the drama group will produce it in an inexpensive, simple, childlike manner. The careful preparation and production of a play depicting an historical episode or series of events prevents any possibility of a lowering of class standards.<sup>5</sup> Unfortunately, many attempts at dramatization in the classroom are the cause of scholastic and disciplinary let-down. Under this method, properly applied, learning proceeds pleasantly and constructively. The psychologists point out that such child-centered activities result in the best and most permanent type of learning.<sup>6</sup>

Many eighth-grade students prefer to dramatize a play written by an adult.<sup>7</sup> Such plays may serve as an introduction to the customs, characters, and language of the period if they are historically correct and simply written. Some eighth-graders cannot create but they can learn much from an adult production. Constance Mackay has published a volume called *Patriotic Plays and Pageants for Young People*, which is splendid for this type of class. It

<sup>3</sup> Scott, Colin A., "Introduction," Merrill and Fleming, *op. cit.*, p. 14.

<sup>4</sup> Merrill and Fleming, *op. cit.*, p. 29.

<sup>5</sup> Scott, "Introduction," Merrill and Fleming, *op. cit.*, p. 15.

<sup>6</sup> Pintner, Rudolf, *Educational Psychology*, p. 230.

<sup>7</sup> Merrill and Fleming, *op. cit.*, p. 28.

has the dramatic and literary quality essential for any play for classroom use.<sup>8</sup>

When using a play such as Miss Mackay's, the instructor should follow her presentation of the unit with a dramatic reading of the play. The class will then be encouraged to suggest plans for stage setting and costumes. The teacher can guide them during the discussion by pointing out the impracticable ideas or plans. Competition for parts often wastes time, especially if the instructor already knows the ones whose mental and physical capacity best suit them for the characters.<sup>9</sup> If she does not know her class, each student learns the same extract from the play and the parts are awarded to the best speakers.<sup>10</sup> They should not be permitted to memorize their lines until the play has been read several times and each part thoroughly explained. This careful preliminary work will tend to eliminate the unintelligent, singsong interpretation of a part, which too often marks classroom production.<sup>11</sup>

To memorize the part is the next step. Once the parts are learned, the children should not be permitted to use their texts in rehearsal. It impedes their bodily grace and vocal interpretation. Each young actor must be encouraged to give the most natural interpretation of his role without formal gestures or artificial tonal quality. When the class is ready for the rehearsals on the school stage, the teacher should direct from the center of it. She must gradually move towards the back of the auditorium as it comes to the final rehearsals.<sup>12</sup> During the entire training of the cast they should be encouraged to feel at ease on the stage so that they will not have stage fright when the curtain rises before a real audience.

<sup>8</sup> Mackay, Constance, *How To Produce Children's Plays*, p. 47.

<sup>9</sup> Merrill and Fleming, *op. cit.*, p. 107.

<sup>10</sup> Mackay, *op. cit.*, p. 51.

<sup>11</sup> Merrill and Fleming, *op. cit.*, p. 108.

<sup>12</sup> *Ibid.*, p. 114.

Whether the production be of student or adult authorship, it most often is a triumph of imagination over material surroundings and handicaps. Both actors and audience, however, experience the stimulation which an excellent, carefully produced, dramatic portrayal leaves with them. Throughout all the steps in such a project this teacher must keep in mind the fact that she is not developing actors but imaginative, enthusiastic students of Social Science.

A carefully planned testing program ought to accompany any project development in history. Kipling said:

"I keep six honest serving men;  
They taught me all I knew;  
Their names are What and Why and When  
And How and Where and Who."

There is no doubt that motivation and activities cause children to react more vividly. However, review and emphasis upon facts must be used to organize this apparently unrelated material into a logical understandable unit. The *psychological* approach begins with data arranged in the order in which it was discovered by students. This material is then reorganized *logically* with the participation of both teacher and pupils.<sup>13</sup>

Carefully prepared tests upon well-organized material serves a twofold purpose.<sup>14</sup> It will not only show what the class does not completely understand but also enables the teacher to determine more accurately the quality of each student's work in a large class. While educational philosophy no longer places the emphasis on the amount of the subject matter which has been learned, it still insists upon real mental growth of the student.<sup>15</sup>

Whether or not the teacher uses new type tests or modified essay type is of small importance. It is true that the

<sup>13</sup> Ruediger, William C., *Teaching Procedures*, p. 121.

<sup>14</sup> *Ibid.*, p. 415.

<sup>15</sup> *Ibid.*, p. 126.

new type test has the advantage of sampling more material and being more quickly and objectively corrected.<sup>16</sup>

The true-false and completion tests, however, tend toward verbalism because of the emphasis they place upon the words used in the text rather than the facts or thoughts involved therein.<sup>17</sup>

The matching, best answer, identification, rearrangement, and simple recall are more difficult to prepare but encourage better thinking. Many educators still favor the modified, more concise, essay type of test because it allows the student to state rules and apply them. It also makes it possible for the individual to organize his material and explanation.<sup>18</sup> This gives an opportunity and credit for original thinking and development. The correction of such tests in large classes is its chief difficulty.

It would be well to return to the sunshiny classroom and see what the teacher has prepared for the eager group which surrounds her. Such eagerness is usually awakened by the imaginative approaches to the *units* by the teacher. The following copies of introductions to the first three *units* of the Low Eight best illustrate these principles:

## UNIT I—EUROPEANS FIND A NEW WORLD— AMERICA

During the feudal period western Europe with her knights in armor and scattered fortified castles successfully withstood the repeated attacks of the East. In 1096 the Pope called on all western Europe to save the Holy Sepulcher.

Christian Europe responded enthusiastically to the Crusade and went forth to the battle to regain Christ's

<sup>16</sup> *Ibid.*, p. 430.

<sup>17</sup> *Ibid.*, pp. 431-32.

<sup>18</sup> *Ibid.*, p. 430.



tomb. This movement continued through the centuries until all parts of the world had become Europeanized.

The Italian cities became immensely wealthy as a result of the trade with the Orient. The Renaissance, or revival of art and literature, developed in these fortunate cities. Geography became one of the most fascinating fields of practical research. The invention of the compass and astrolabe made travel safer. The invention of printing spread the stories of the fabulous wealth of the Far East.

Men now read of Marco Polo's travels in the Orient during the thirteenth century, of immortal Prester John, and of the great treasure of the East. Had not some of this great wealth come to western Europe through the Mediterranean? But Venice held complete control of this trade with the Orient and protected her great merchant marine with a navy.

Any other route would lead through terrifying seas and across devil-infested countries. What were these stories which seamen told them? To the west of Spain lay the Sea of Darkness or the Atlantic. A land called Brazil was situated somewhere in its midst. To the south of Europe lay the Land of Darkness where such dog-headed creatures as Gog and Magog lived. Other monsters inhabiting this far country were jointless, hopping, one-eyed midgets and those whose mouths were so narrow that they had to live on odors.

In spite of all the superstitious beliefs of the time and the real dangers of unchartered seas, adventurers were willing to gamble with death for the wealth of the East. The lure of a trade which made a profit of 1,000 per cent if your ship came back, of a trade in silks, taffetas, satins, cloth of gold, and silver gauze. Tales spread everywhere of the beaten gold—gold lamps, coronets, headdresses, armlets, anklets, and basins which were there to be had for a song.

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## A PAGE FROM BOLD EAGLE'S INDIAN DIARY

(An Original Composition)

In the tribe of shiek fox by the big blue sea me my brother and sister live with wampum bear. Wampum bear he take care of us for our father and our mother they die in very hungry winter.

One fall day when the leaves were on the ground we go hunting with Shiek Fox. We catch plenty game and start home when big white bird appear over horizon. We curious! We want to go see what it is. Shiek Fox say, No.

Soon men get off, not Indians, but funny men with things wrapped around them and white faces. We see they no talk Indian language so we say come in signs. They finally understand and come with us.

When we reach home man tell us his name is Columbus. He stay with us about 20 moon when he tell us he want to take some of us back to his country. At first we say No. But Columbus he talk us into it. Then big brave Lone Cyote he want to go. Columbus he select some and point to us and says, "You are a fine pair do you want to come?" My brother he say, yes, so I do. Our sister and Wampum Bear beg us not to go, but we made up mind so we went.

We sailed for many moon on the great white bird. (Columbus call ship) until we arrive in funny land. Like Columbus all the people are white and wear clothes. Then he take us to funny teepee where he tell us to wait. Next he take us in great hall where queen is. She talk to him and then to us but we no understand so she give us up and let us go. But Columbus he tell us how to speak his language and in 1503 we go back to our country in good ship Nina.

By WALTER PARSONS,  
Low Eight Student.

Perfumes and spices of the East were a necessity in a medieval world where food was either tough or spoilt and filth made life very unpleasant.

After Portugal had driven out the Moors they turned to trade. Prince Henry the Navigator established a great navigation school at Lisbon and financed explorations around the southern end of Africa in order to avoid the Venetian monopoly of the trade with the Orient by way of the Mediterranean. Gradually Portugal's plucky cap-

Mount Royal  
Corners  
June 13

Dear Father,

As you know we pulled up anchor and started from St. Malo, April, 20, 1534 to seek for the western route to the East Indies. We arrived at an unknown land on May tenth. I immediately upon landing took possession of the land in the name of Francis I for France. We again sailed away and went through a strait came upon a river. I decided to name said river after St. Lawrence whose feast day it was. Here there is a very mild climate, and all fruit and flowers thrive.

We started trading with the Indians for furs. Some stripped of all their winter furs for a few beads or a hatchet.

We then proceeded down the St. Lawrence River to Mount Royal

Your affectionate son  
Jacques Cartier

Imaginary letters were written on scratch paper after research in the library on their favorite explorer. The corrected copy was then written in India ink on drawing paper lightly ruled with pencil. The penciled lines were then erased, and the paper was lightly painted in boiled linseed oil. This process made the drawing paper look like parchment.

tains rounded the Cape of Good Hope. Then Vasco da Gama reached India and discovered what was the trans-shipment point for all oriental goods. From here Portugal penetrated the Orient and established herself in the East Indies. War with Spain followed. At its conclusion the Dutch sailors paid the Portuguese to take them blind-fold along the new route to India. Very soon the Dutch had learned the secret, and the Portuguese could not continue to profit by their great discovery.

Spain, having freed herself from the Moors, some fifty years later sent Columbus in search for another route to the Indies. Spaniard after Spaniard set forth, but the western hemisphere blocked their way. Sometimes they were richly rewarded as Pizarro in Peru and Cortez in Mexico. By the sixteenth century the Spanish were thoroughly established in the West Indies and used these islands as a base of operations for all explorations. Through intermarriage of Spanish and Portuguese ruling houses, Portuguese possessions were under the protection of the Spanish fleets.

I know you will want to go on and study more about the New World and its discoveries. How would you like to go about it?

## UNIT II—EUROPEANS SETTLE IN AMERICA

Should you have been in Philadelphia in 1688 you would have seen a charming little seaport. Let's go back there and live among the Quakers during colonial times. You will notice that the houses occupied by the best people are on Water Street, the second street from the wharves. A stream flows through the town. You remember that the explorers and Indians used its mouth as a natural landing place.

There is a neat tavern, the Blue Anchor, situated close to the river. We smell the seafaring odor of tar and hemp

which pervades the atmosphere. Ships are being built and fitted out alongside docks where others are taking on cargo. Side by side lie privateers loaded with guns, pistols, and cutlasses, and peaceful food ships bound for the West Indies.

Everyone lives near the water. The town extends one mile along the river and only one-half mile back. All news and communication with other places comes from ships. The captains bring the letters and the few newspapers. Often when an important ship comes in we hear the fire of a gun and see them drop anchor with much ceremony. Shore boats swarm to the side of the ship while the captain brings the news into the coffeehouse.

Let us go into the Blue Anchor, for a ship has just come in from England. It is evening, and what a brilliant scene awaits us! The candles light up the embroidered bright-colored clothes of the men gathered there. The rich drab and mouse-color garb of the prosperous Quakers make a striking contrast with the British officers' uniforms. We see some men conducting business, perhaps selling vessels or cargoes. Here we may learn much gossip as well as valuable information. The Blue Anchor is like a newspaper, university, club, and theater all under one roof, with plenty to eat and drink besides. The Quaker religion has no prohibition against fine foods, and many Quakers suffer from gout. Farm, garden and dairy products, poultry, beef, and mutton can be had in plenty. John Adams, coming from Massachusetts, the home of plain living, was amazed at the feast which was set before him in Philadelphia. He called them "sinful feasts," but admitted he drank much Madeira and took no harm from it.

The Blue Anchor is no exception, and everyone has a choice of Madeira, punch, and rum. As we eat our dinner there is no regard for formal courses. Beef, poultry, and mutton are all served at once. Fruits and nuts are placed

on our table in profusion as well as many deadly puddings and desserts. The usual dinnertime is four o'clock in the afternoon.

We admire even more than before the courage and vision of William Penn, the founder of this prosperous colony. When he was attending Christ Church, Oxford, and only seventeen, he dreamed of just such a place of refuge for the badly treated Quakers. What a fortunate circumstance that this religious group with no influence at court should be befriended by a man to whom King Charles II owed eighty thousand dollars for services previously rendered by his father as Admiral of the Navy!

The crown, little knowing the value of the land, and not caring to give money, donated this magnificent tract to one man, a member of a despised and hunted religion. This domain consisted of mountains, lakes, rivers, forests, fertile soil, coal, oil, and iron. How different was the rapid growth of Pennsylvania from the slow development of the other English colonies!

As we sit at our table at the Blue Anchor talking pleasantly over our sumptuous meal we hear gossip and news of other colonies—Virginia, Plymouth, and Massachusetts Bay. We learn of the French, Dutch, and Spanish settlements in America. We know that many groups here with us today come from these very places. Let us imagine ourselves actively taking part in such a gathering.

\* \* \* \* \*

And so the class proceeded to work out the details of its own plan of organization.

### UNIT III—THE FRENCH AND ENGLISH STRUGGLE FOR A CONTINENT

For many centuries France and England had been at war with each other. The conflict in the New World was a continuation of the old struggle, made worse by the added savagery of the wilderness.

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A different religion in each country complicated the quarrel. England was now Protestant, while France was Catholic. When England and France first met on the shores of the New World, America was young. The English had settled in Virginia, the French in Acadia. The English Captain Argall sailed up to the French settlements and destroyed them. Quebec was then taken. Later, all this property was given back.

The English colonies along the Atlantic coast increased in number and size. New France developed. The steady enmity of the two remained. There was little open warfare while the two nations were at peace and the Stuarts were king, due to their subservience to the French. When William of Orange ascended England's throne, the war which broke out was more savage than ever. From 1690 to 1760 they fought with little more than pauses for preparation. The struggle ended only when France yielded her empire in America to England. It is the story of this struggle covering a period of seventy years we will read about.

The final conflict was brought about by the meeting of the two nations in the Ohio Valley. The fort building which France and England carried on in the west was designed to protect the great fur trade of that area. All the Indians except the Iroquois were allies of the French. They used their own savage methods of warfare.

Let me describe one of the Indian raids on the English then living on the frontiers. A band of three and twenty Frenchmen and Indians gather at Montreal in midwinter. We are surprised to see the younger Canadian noblesse included in the party. The ground is deep with snow, and they have to troop on snowshoes across the white expanse. Dragging needed supplies on sleds, they tramp up the Richelieu River and over the frozen Lake Champlain. As they proceed carefully into the colony of New York they suffer from the bitter cold and frequent thaws

which make the soft trail almost impassable. Their scouts now tell them that they are near Schenectady on the English border. In the dead of night they creep up to the wall which surrounds the village. The signal is then given. The village is awakened by the murderous war whoops. Doors are smashed by axes and hatchets. Women and children are killed as they lie in bed or kneel pleading for life. Houses set on fire become funeral pyres as living bodies are tossed in. By midday the attackers have finished their savage task and retreat with their few tragic captives along the forest trails.

It was during this time that the people of Grand Pré, living in Acadia, had their houses burned and left rather than swear allegiance to the English king—a story which is so beautifully told by Longfellow in *Evangeline*.

The English colonies were not as united as the French. But due to the genius of William Pitt they were able to drive out the French. You will be interested in the romance and heroism connected with the French and Indian War.

\* \* \* \* \*

This Low Eight class is now especially prepared to take up the remaining stages in the westward movement.

The Low Eight "Our Gang on a Prairie Schooner" had just returned from an assembly program in which the famous chief of the Iroquois had addressed them. Dressed in the traditional costume of the chief of his people, which he had worn recently in a Hollywood motion picture, this dignified Indian had impressed his audience. One story in particular had aroused their interest. Upon leaving the platform at another school some of the youngsters had come up to talk with him. Among them was a young girl who eagerly waited to speak to him. When her chance came she asked politely, "How do you like living in America?"



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"Very much," the chieftain replied, with a grim smile. "My people have lived here many centuries."

The young people in his audience were thoroughly aroused by his fascinating tales. Most of them could remember stories about Indian and American warfare. Some of the stories were in direct contradiction to the legends told by the Iroquois chief, while others seemed to substantiate what he had said. What was the real truth about the westward movement? Their teacher was delighted to interpret the next topic.

### UNIT IV—STALWART HEARTS AND STURDY BODIES CLAIM THE LAND WEST TO THE PACIFIC

It was easy to tell this story to an eager group seated in a room perfumed with the sweet clover of the colored rice beads which the Iroquois chief had sold them for the benefit of his people.

#### THE STORY SHE TOLD

Just how many Indians lived in America at the close of the French and Indian War is not known. Their method of surprise attack and quick retreat before many of their numbers were killed led the early Americans to believe them more numerous than they really were. A half-million Indians might be a fair estimate. In the southwest, individual Americans like Boone, Kenton, and George Rogers Clark were left holding the land against Indians and foreign powers alike. In the northwest the regular army of the United States acquired the land. Later they protected the settlers who came to live there. In both cases warlike Indians held back the tide of settlers for years.

Here are some incidents which illustrate the stubborn fight waged for permanent possession of the land from

the Alleghenies to the Pacific. It took three quarters of a century to accomplish this stupendous work, while the settlement from the Atlantic to the Alleghenies had taken one and a half centuries.

Simon Kenton was a tall, fair-haired Kentuckian. A powerful runner and wrestler, he was never unnecessarily cruel. Pleasant, friendly, a perfect woodsman, he was slow to anger. He was Daniel Boone's best friend because he had shot an Indian who was about to tomahawk Boone. Pleased with the successful capture of four good horses and one Indian scalp, Kenton and his two companions decided to make another raid on the Indians. They were able to drive one hundred and sixty horses as far as the banks of the Ohio River. A strong wind had ruffled the water so the horses would not cross. Loath to leave their prize, the three woodsmen were surprised by the pursuing Indians. They put up a poor defense because their guns had become wet and useless. One young adventurer was killed, the other fellow escaped, and Kenton was captured.

The Indians beat him with canes when he admitted that the horse stealing was his, not Boone's idea. They made him ride an unbroken horse with his hands tied behind him for three days. Kenton finally arrived at the town of Chillicothe, stiff, sore, and bleeding from the trees and bushes he had been forced to travel through.

The next morning he was forced to run the gauntlet. This was a quarter-mile line of men, women, and boys armed with tomahawks or clubs. By an agile turn and double back Kenton reached the council house at the end with only a few blows having reached his body. Then the council was called to decide whether he would be burned at the stake or taken from village to village. The council decided to postpone his death. At each village he was either switched at a stake, forced to run the gauntlet, or had sand thrown in his eyes. Finally he escaped, only

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to fall into the hands of other Indians. Again he suffered terrible cruelties at the Indians' hands. At last Kenton was ransomed by some traders who hoped to gain some intimate knowledge of the white settlement in Kentucky. Kenton and two other Kentuckians managed to secure some guns and escape from these traders who had held them prisoners. They reached home after going through the forests near the Ohio River.

George Rogers Clark saw clearly that the land settled by Boone in Kentucky would make a splendid base for an attack upon the British possessions in Illinois. At the time of the Revolution this territory north of the Ohio was occupied by warlike Indians and French who obeyed the British orders.

The colony of Virginia had vague claims to this territory. Clark went to Patrick Henry, governor of Virginia, and gained very little more than permission to take this land. After many disappointing months he was able to collect four small companies of frontiersmen. Clark then proceeded down the Kentucky River to the falls of the Ohio River, where Louisville now stands. From here he was accompanied only by picked men. He followed the Tennessee River, planning to march on foot against the Illinois towns. On the way he met a party of Frenchmen who informed him that a surprise attack was the only way by which he could succeed. The French commander Rocheblane kept the fort at Kaskaskia well defended.

Three miles from the fort he learned from a family he captured that Rocheblane was off guard and most of the Indians had left. The French commandant had begged the British for more troops, but they had not been sent. Rocheblane's forces still outnumbered Clark's. Under cover of darkness Clark ferried his men across the river in two hours. A ball was in progress inside the fort. Everyone was there. Officers, creoles, and even the sentinels had left their posts to dance. Clark placed his

men around the entrance and then quietly leaned against the doorpost watching the dancing. A shrill war whoop from an Indian lying near by drew the crowd's attention to Clark, standing there unmoved. He told them to continue dancing but that they now danced under Virginia, not Great Britain. Meanwhile his men captured the commandant and officers of the fort. By next morning the whole town was in his possession. The story of how Clark ruled this fort with a few rough backwoodsmen, dominating the Indians and then capturing Vincennes, is a thrilling one. Clark displayed even greater bravery when he and a few hungry men succeeded in recapturing the Vincennes fort in the dead of winter. At the close of the Revolutionary War all land east of the Mississippi, except Florida and Canada, was in the possession of the new nation through such heroic efforts as those of Boone, Kenton, and Clark.

After the American Revolution the British continued to stir up the Indians against the American frontier settlements. The defeat of St. Clair's American troops only made the Indians bolder in these attacks. Meanwhile the United States Government adopted a policy of peace at any price. Anthony Wayne, successor to St. Clair, was ordered to avoid war with the Indians.

No one was better suited to free the frontier from Indian wars than Anthony Wayne. During the Revolution his supreme courage and daring had given him the title of "Mad Anthony." Later experiences had taught him the value of caution.

Upon taking over his command Wayne found that his untrained troops were already defeated in spirit. He established a training camp below Pittsburgh and gradually developed a hardened, self-confident corps of men and officers.

The United States Government still pleaded for caution in spite of the hideous outrages openly committed by the

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Indians. Even Wayne's men were molested. An escort of soldiers conveying supplies to Fort Washington were attacked as they camped outside. Greatly outnumbered, Wayne's men retreated into the fort. Then the Indians rushed the fort and were driven back with heavy losses. The Indians drew off to the Miami towns, some tribes even refusing to continue the war.

Three weeks later Wayne set off with some Kentucky reinforcements to attack the Miami towns. He had behind him the successful defense of a wooden fort against six times the force he had possessed. Wayne's men covered twice as many miles as they had under St. Clair. The Indians fled at his approach, leaving their fields of fresh vegetables for the army to feast on.

Wayne built a log fort called Fort Defiance. He then gave the Indians a final opportunity to sue for peace. When they did not take advantage of his offer, Wayne marched against them at Fallen Timbers, directly in front of the British fort. Wayne used both cavalry and bayonet fighting. So successful did the combination prove that the battle was won by the Americans before the second line of their army had taken part. The British demanded an explanation, and Wayne ordered them to evacuate the fort. This the British refused to do. Wayne then destroyed all the Indian villages and fields up to the line of the fort.

When Wayne marched on the other Miami Indian towns, most of them surrendered, so cowed were they by his success. He destroyed the hostile villages. The Indians, disappointed in the failure of the British to help them, made a peace with the Americans which lasted for fifteen years. This country soon filled up with settlers because they knew they were safe from Indian attack.

In 1803 Louisiana was purchased from France. The United States Government encouraged the Americans in their development of the newly acquired empire when

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President Jefferson sent Lewis and Clark to explore the land as far as the Pacific Ocean. On their heels advanced the tide of settlement. Thus you see this *unit* is so filled with adventure that I can only briefly sketch it for you. It remains for you to plan the way in which you want to study the rest of the heroic story of America's march across mountain and desert to the Pacific.

\* \* \* \* \*

As part of the westward movement and because of its peculiar interest to this class, the history of San Francisco and California is now brought into the story.

Most cities are rich in historical background, and their story could be interpolated appropriately in the study of the westward movement. The task of discovery is left to the magic touch of the poet, the artist, and the student to unfold. Many scholars lack the imagination which is necessary to the artist because passing years have destroyed their spirit of "make-believe." Junior High School pupils possess this lively interest and ability to project themselves into the past. Fortunately, the "City by the Golden Gate" gives them abundant opportunity, for its history is rich in romance and adventure. Transformed from a sleepy Indian playground to a Spanish settlement by the padre and the soldier, San Francisco later became the center of that great "Gold Rush." Years passed, and the City of St. Francis, flower of the Far West, was laid low by the terrific earthquake and disastrous fire of 1906. Nothing daunted, the people of San Francisco built a new and more beautiful city on the ruins of the old. Now San Francisco is the center of a great metropolitan area linked together by bridges spanning the bay and the Golden Gate. This background of courageous, brilliant achievement, combined with an unusually eager class, made the study of this next subject a real pleasure long to be remembered.

## UNIT V—GOLD BRIDGES THE GAP BETWEEN THE OLD SETTLEMENTS AND THE PACIFIC

An informal class discussion of this unit indicated that the facts known about Spanish California, San Francisco, and gold rushes were inadequate and very disjointed. In fact, many pupils who were natives of San Francisco had never seen many of its historical spots. The group therefore decided to make a tour of these milestones of the past. This seemed the best way to build up an intimate knowledge of their city and its relationship with great historical movements.

And so one morning they set out upon a reconnoitering expedition with their teacher. Books are interesting enough to read, but young people like to come into actual contact with the things that they have read and talked about. Their mules proved to be a modern streetcar, but their vivid imaginations enabled them to vision the San Francisco of Spanish days. No one was ill of scurvy as there had been upon Portolá's trip some 173 years before.

From the San Francisco hills they gazed in the direction of the Mortara Ridge at whose base Portolá had camped with his men. Portolá's soldiers must have been very excited when they first saw San Francisco Bay. In imagination they followed the exploration party of José Ortega. Portolá had sent them to find the route to Point Reyes. On the way they had seen three great islands in a sea connected with the ocean by a narrow strait. Ortega had probably seen beautiful San Francisco Bay with Alcatraz, Angel Island, and Yerba Buena nestling within it. Although some historians believe that the Fages party were the first to see the Golden Gate three years later, the class preferred to think that Ortega and his men had discovered it.

It was called to their attention that Portolá had been puzzled by not finding Vizcaíno's harbor of Monterey and had re-explored the Carmel district to discover it. Portolá

marched a weary journey to San Diego, without having reached his goal. Little did he realize that he had seen a much greater harbor, which would place his name in the hall of fame forever.

The persevering Portolá retraced his steps to Carmel, where he waited for Father Serra to join him by sea. During this time he finally found Monterey Bay. Upon the arrival of Portolá's ship, the *San Antonio*, Fathers Crespi and Serra checked his discovery perfectly with Vizcaíno's description. The Mission and Presidio were soon erected at Monterey.

The next point in the class pilgrimage was the Cliff House with Seal Rocks just beyond. Vividly they pictured the Spanish officer, Rivera, and the kindly Friar Palou standing at this same spot, which was then known as Point Lobos. The Spaniards had erected a wooden cross at the top of the cliff, as they were the first white men and Christians to set foot upon this point.

The teacher explained that these explorers still believed Drakes Bay to be the great San Francisco Harbor. The weather had been cold and drizzly, so that Rivera and his companions did not continue their journey northward. They noticed that goods could easily be reloaded upon boats to cross the narrows should a mission be founded near Drakes Bay. Then the party returned to Monterey before inclement weather made Portolá's coast route too hard to follow. The only site which they suggested for a mission was at Palo Alto. They argued against any settlement farther up the peninsula.

These young San Franciscans might well wonder why Spain wished to establish missions and presidios in California. As far back as Cortez' time, Carlos V of Spain had wished to find a harbor which would be a refuge for ships traveling from Manila to Acapulco. Spain also noted with displeasure Russia's occupation of Alaska and her advance down the coast. For these reasons, another



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expedition was sent out from San Blas to explore San Francisco Harbor.

In March, 1775, Juan Bautista de Ayala set out to select a site for the permanent settlement of San Francisco. He first stopped at Monterey with some supplies. Here Ayala made extensive preparations for his trip north. He hollowed out a canoe, or *cayuco*, from a redwood tree, which he took on board his ship, the *San Carlos*, for scouting purposes. He finally sighted the Boca or Golden Gate, August 5, 1775. At sunset the first pilot, Cañizares, and ten men went on a reconnoitering expedition in the canoe. The current of the Boca was so strong that Cañizares was carried through it. He was the first white man to pilot a boat through the Golden Gate. Ayala followed him soon after. The *San Carlos* was safely anchored for two weeks on the north side of Angel Island. Ayala explored Angel Island and Yerba Buena Island, going as far north as the mouth of the San Joaquin River. The explorations of Ayala seemed very real to these young people who could glimpse the Golden Gate from the Cliff House. When Ayala had completed his explorations he started out to Monterey. He found out that it was harder to sail out than to sail into San Francisco Bay. For eleven days their ship was held prisoner. Father Santa Maria left two messages for Rivera's land expedition at the Cross of Point Lobos. From here Ayala proceeded to Monterey.

Rivera's men were so late in getting started that they were finally led by Don Bruno de Hezeta. After following Palou's old trail this expedition arrived September 22. They found Ayala's redwood *cayuco* stranded on the sand. They picked up Father Maria's letters. When there was no response to signal fires on the beach they knew Ayala had gone on. Then they, too, went back to Monterey.

Thus the work of choosing the actual site of the Presidio and Mission was left to Anza. His party followed

the trail blazed by Rivera and Palou. They too found the broken cross at Point Lobos and Ayala's *cayuco* in fragments.

The class next traveled to Fort Point. Here even their imagination found it difficult to picture spouting whales, the school of dolphins, tunny fish, sea otter, and sea lions through the heavy balustrades of the Golden Gate Bridge. The deer and elk fearlessly grazing in the green fields near by were a further contrast. They leaned out as did Father Font to see the perpendicular cliff which the friar had suggested as a "spitting point" into the sea. Many of the young moderns succeeded in doing this athletic feat. Their teacher told them that Anza had erected another cross here as a sign that he had been there. He also decided that this was the best place for the Presidio. Father Font had prophesied the modern harbor of San Francisco with its shipyards and docks.

The class could easily follow with their eyes the description of Anza's subsequent exploration of the bay. Anza and Font continued down through the marina by a fresh-water lake and patiently climbed the hills along the shore.

The class decided to follow them. They boarded a streetcar and after several transfers arrived at the Arroya de los Dolores, now the junction of Sixteenth and Dolores Streets. Font had given it the former name because it was discovered on the Friday of Sorrows. Instead of the manzanita growing on the banks near a waterfall, broad boulevards set off modern homes on either side. There, beside a large modern church, nestled the old Mission Dolores, a lovely remnant of Lieutenant Moraga's work dedicated on October 4, 1776.

The Low Eights wandered reverently through the shaded chapel with its beautiful altar at the end. They went out into the sunshine to the little mission graveyard. This was all that remained of the great lands of

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the mission. They noticed many names on the tombstones belonging to illustrious men and women of old California. There was the tomb of Luis Arguello, romantic soldier who had been California's first Mexican governor. He who had first attained fame when he refused to take the blows from the harsh governor, Sola, and thereby won Sola's lasting admiration. The class remembered riding past a street named in honor of his family. This capable man had liberally encouraged foreign trade and modern dancing. He was engaged for six years while waiting royal consent. Finally he married the red-haired girl, only to lose her in death a year or two later. Luis Arguello wed a second time and lived happily at the Presidio. Romance and adventure were translated into reality by their pilgrimage to the historic spots of San Francisco. "Our Gang on a Prairie Schooner" returned starry-eyed to school. Their own city meant something beautiful to them. They had caught the spirit of San Francisco which nothing has ever daunted.

### THE TEACHER'S PRESENTATION OF THE UNIT

Gold! Shining yellow particles which bring joy, tragedy, adventure, disaster, in their wake. The story of the discovery of gold in California is little different from other discoveries except in details. The owner of the land on which this discovery was made did not seek wealth as a miner. He wished to continue to develop his rich farm lands. The gold, which made other individuals millionaires and settled the Far West, brought poverty to the men who first discovered it.

Sutter first came to California in 1839. Born of Swiss parents in Germany, he became a Mexican citizen. The Mexican government granted him forty-eight thousand acres of land at the junction of the American and Sacramento Rivers. There he built a fort and started a pros-

perous farming community. As the colony became larger a mill was built, and Marshall was hired to run it.

One day Marshall noticed some bright, shining particles lying in the dirt by the water wheel. He studied them for a few days and then brought them to Sutter to verify his suspicions. Sutter tested them and found that there was gold. Sutter cautioned Marshall to keep it a secret for six weeks. He foresaw that once the discovery became public, he would lose his workers, and his crops would be ruined. Five weeks later the news leaked out. Just how, no one really knows. It spread like wildfire. Sutter's worst fears were realized—his crops were never harvested. His land was overrun by miners. He lost his suit for the return of his property granted him by both Mexican and American governments.

The lure of gold beckoned throngs of settlers into the Far West. The Santa Fe and Oregon Trails, mere pathways to the West since Lewis and Clark, now became congested and more difficult to travel. The routes around Cape Horn or by the Isthmus of Panama proved little better. Even badly provisioned small boats were pressed into service and crowded with eager fortune seekers.

Many succeeded in finding wealth. Others less fortunate died en route or at the diggings. Some settled the land between the Pacific and the old settlements. Much of the less fertile soil became the great cattle ranges of the last frontier.

Out of this rapidly vanishing frontier emerged two fascinating types of men. The most thrilling adventurer is the gold miner of '49. After braving untold hardships such as cholera and yellow fever on the Isthmus route or the menace of thirst, starvation, and Indians on the transcontinental land trails, he arrived in San Francisco where everyone lived in tents. The city was mainly composed of emigrants on their way to the mines. Of the original nine hundred inhabitants, only seven had re-

mained. The bay came up to Montgomery Street. This thoroughfare was so cluttered with brush and clay that it was almost impossible to ride along it on horseback without being thrown off and drowned in the mud. Kearny Street was so difficult to navigate it was not even "jackassable." From December 24, 1849, to June 22, 1851, San Francisco was leveled by six successive fires. These were traced to a group of gangsters of that period—the "Sydney Ducks."

On June 9, 1851, the first Vigilance Committee was organized, and John Jenkins was hanged in the moonlight for stealing a small safe. The number of murders declined after this, but duels and casual gunfire continued to go on. At night the lights shining through the tents made the city look like a swarm of fireflies. Prices were unbelievably high. Servants received two hundred dollars a month. Dinner at Delmonico's, the best restaurant, on the corner of Jackson and Kearny Streets, cost five dollars. A basement office rented for \$250 a month. Old newspapers sold for one dollar apiece.

Everyone was very active and busy in the morning, when it was warm, and thousands of dollars might be turned over in business deals. After the chief meal at two o'clock business almost ceased because of the cold wind which sprang up.

At the diggings, these miners worked feverishly. Some, like Dr. Gillett, carelessly poked around the soil on a hunting trip and discovered a rich gold mine. Others worked hard and failed to uncover anything of value. The presence of gold lying openly in tents resulted in the death penalty for most crimes. Robber gangs awaited the pony express at every corner. Sometimes express drivers, after being robbed, became robbers themselves. Some were "Robber Barons" like Slade, who was credited with the murder of 26 men, or Plummer, who was supposed to have killed 102 people. The latter became sheriff

of the county and thus practiced crime like the modern gangster. The Vigilantes showed no mercy to these bands of robbers and hanged them without a trial, for they had learned the futility of trying to get a conviction from a terrorized jury.

The cowboy ranks next in the list of Western thrillers, and yet his work was hard rather than romantic. In the spring the cowboy had to cut out the young calves at the roundup and brand them. This required such hard riding that each man was provided with a string of eight or ten horses a day. In July and August the beef roundup was held. All the fattened animals were separated and taken to shipping points, where they were sent to market. These fearless men wore a costume particularly suited to their rough outdoor work. The heavy woolen shirt protected the cowboy from rain, cold, or sun. The high-heeled boots kept his feet firmly in the stirrups and prevented him from being dragged by the horse. The fine leather gloves could withstand rain without becoming hard. The fur chaps protected the cowboy from the cactus and bushes through which the rider was continually traveling. The silk kerchief kept the hot wind from his neck. The rope or lariat caught calf, beef, or dangerous grizzly with equal swiftness. The heavy saddle with the big horn gave the cowboy anchorage for his rope when lassoing an enraged animal. Today we may see these two types of men live again upon stage and screen, but neither one can return for each has vanished with the frontier which brought him into existence.

\* \* \* \* \*

After the class had become familiar with the important episodes which make up the westward movement, the teacher read them poems illustrating this material. Poetry will always enrich and help the student understand any historical movement. She was careful to choose brief

## *The Great Adventure of Pedagogy*

narrative poems whose rhythm and style would appeal to active Eight-graders. Fully half the young people dislike poetry because of the improper presentation of it during their school days. In order to build up a sincere appreciation for poetry, the teacher should avoid gushy, slushy enthusiasms which the pupils will readily recognize as hypocritical and artificial. Because the study of poetry is an intimate discussion, the teacher's voice should be modulated and expressive rather than dramatic and high pitched. After a few poems have been read without any interruption the teacher may pause to make comments best fitted to the material being covered. She may give her own reactions to the poems, or relate interesting stories about the poem or its author. Then she should open the whole subject to class discussion. The young people thoroughly enjoy this phase of the work because they crave activity and self-expression. They like to tell their own experiences whether they are similar to those of the poets or not.

The poem should never be used as an excuse for the study of encyclopedic knowledge about the poem, author, and places mentioned. This ruins the poem, for the student "loses sight of the forest for the trees." The poem itself usually has all the facts in it necessary for complete understanding of the poet's meaning. A detailed study of mechanics of poetical structure has the same deadening effect. Most of the young people in the secondary schools will never need to use these mechanics for they will read poetry only for the enjoyment and inspiration it gives them.

The teacher may also choose to quote extracts of other poems from memory. She thus shows her class that memorization is not a thing to use for long stanzas without discrimination, but a tool to remember a few phrases which they will enjoy quoting again and again.<sup>19</sup>

<sup>19</sup> Seeley, Howard Francis, *Enjoying Poetry in School*, pp. 23, 20, 72, 73, 93.



The Indian and his horse moulded in clay.



The reaction of the class to the teacher's reading of poems vividly describing the westward movement was spontaneous and creative. Gradually members of the class brought their own selections, offering comments and soliciting the opinions of the class. One careful student even committed his selection to memory. The teacher's compliment resulted in other young people following his example.

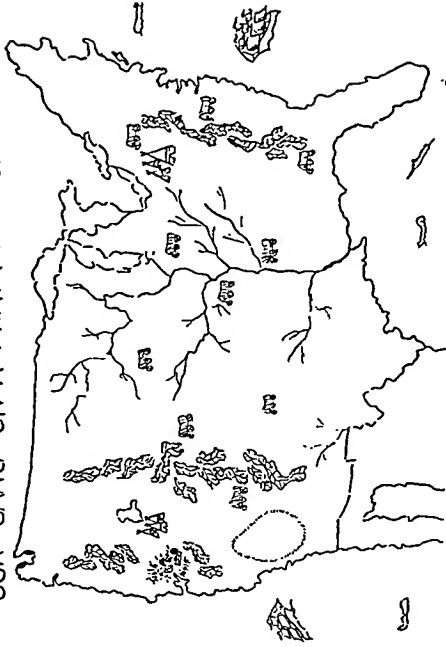
Those who loved music asked if they might bring some appropriate records to play to the class. The permission was readily granted. One very timid girl, whom no one had ever suspected of any talent whatever, had written a poem about Columbus which the class demanded to hear. Her effort met with such sincere approval and admiration that others brought in their original poems. The students enjoyed these more than the poems written by the adults because they admire the work done by one of their own age. In fact, all were much surprised by their classmates' productions. One girl stuttered badly, but the class gave such rapt attention that she was understood and applauded for her excellent poetry. A tall, awkward boy so overcame his natural self-consciousness in reading his poem about Sutter that he really enjoyed doing it.

All this activity among the poets and music lovers led the artistic members of the group to express their ideas of explorers, scouts, frontiersmen, and other Western themes, in the form of posters or modeled clay or carved soap. Two of the artists proved to be real discoveries because their sculpture and wood carvings catapulted them into an art class wherein they continued to excel.

Gradually the idea arose of sharing all these different things with the many teachers and parents who had shown such helpful interest. They decided to have an open house and include these people as guests.

This is the program which parents and teachers gathered to hear:

# OUR GANG ON A PRAIRIE SCHOONER



The Low Eight explorers trek to the West in the covered-wagon marathon.

See Museum

## *Adventuring with the Eighth Grade*

### WESTWARD HO!

#### IN POETRY AND SONG

Presented by the Low Eighth "Our Gang on a Prairie Schooner"

#### *Explanation:*

Each song and poem was selected by a member of our club because it met these requirements:

1. The selection told the story of some phase of our last two units:
  - (a) Stalwart Hearts and Sturdy Bodies Claim the Land West to the Pacific.
  - (b) Gold Bridges the Gap between the Old Settlements and the Pacific.
2. We enjoyed it and we hoped others would.

The program of songs and poems was arranged chronologically. Copies of these were distributed to the guests. Everyone in the club took some active part in the production. Some dramatized their selections. Others, more musically gifted, sang the verses of the songs while the class joined them in the choruses. Others recited their favorite poems. The original poems of the class were saved to the last for they thought them the best part of their program. It is little wonder that the guests enjoyed the following numbers:

#### THERE'S A LONG, LONG TRAIL

Written by STODDARD KING

Music by ZO ELLIOTT

---

Nights are growing very lonely,  
Days are very long;  
I'm a growing weary only  
List'ning for your song.  
Old remembrances are thronging  
Thro' my memory,  
Till it seems the world is full of dreams  
Just to call you back to me.

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## *Chorus*

There's a long, long trail a-winding  
Into the land of my dreams,  
Where the nightingales are singing  
And a white moon beams:  
There's a long, long night of waiting  
Until my dreams all come true;  
Till the day when I'll be going down  
That long, long trail with you.

## THE INDIAN

by ROBERT V. CARR

---

The Western Trail.

In the beginning the Great Spirit gave the prairie  
rare gifts:

The mirage, the warm rains of springtime, the grasses  
and the flowers,

The buffalo, the village by the river, and the children  
basking in the sun.

Happy were we then, O my people!

But from the East a white warrior came and with  
a mighty arrow wounded the prairie.

And the grasses and the flowers withered  
and the herds and villages melted away.

Melted, O my people, as the snow melts before  
the Chinook.

In time the wound healed, but a scar was left—  
A long, white scar across the prairie's breast.

Remember the promise, Dakotah,

Remember Messiah has said:

"I come on the morrow, my children,

And with me the numberless dead.

Again will the sunlight on lances

Shiver and break at the morn

On the lances of warriors, Dakotah.

The bright eagle feathers adorn.

Again will the buffalo fatten

Again will the swift hunters roam;

Dance the ghost-dance, O Dakotah!

For tomorrow thy people come home."

## Adventuring with the Eighth Grade

'49ers

### DEAR EVELINA, SWEET EVELINA

(NO AUTHOR)

Way down in the meadow where the lily first blows,  
Where the wind from the mountains ne'er ruffles the rose;  
Lives fond Evelina, the sweet little dove,  
The pride of the valley, the girl that I love.

#### Chorus

Dear Evelina, sweet Evelina,  
My love for thee shall never, never die;  
Dear Evelina, sweet Evelina,  
My love for thee shall never, never die.

Three years have gone by, and I've not got a dollar,  
*Evelina still lives in that green grassy holler;*  
Although I am fated to marry her never,  
I've sworn that I'll love her forever and ever.

#### Chorus

Dear Evelina, sweet Evelina,  
My love for thee shall never, never die;  
Dear Evelina, sweet Evelina,  
My love for thee shall never, never die.

### SILHOUETTE IN SEPIA

by ROBERT V. CARR

The camp's asleep, and through the gloom  
The white-topped wagons, spectral loom;  
And weird the lonesome coyotes call,  
And quiet stars stand watch o'er all.  
The fire's down, the shadows creep,  
Their work is done, the camp's asleep.

### IN THE TUNNEL

by BRET HARTE

Didn't know Flynn,—  
Flynn of Virginia,—  
Long as he's been 'yar?  
Look'ee here, stranger  
Whar hev you been?

## *The Great Adventure of Pedagogy*

Here in this Tunnel  
He was my pardner  
That same Tom Flynn,—  
Working together,  
In mud and weather,  
Day out and in.

Thar in the Drift,  
Back to the wall,  
He held the timber.  
Ready to fall;  
Then in the darkness  
I heard him call:  
    "Run for your life, Jake!  
    Run for your wife's sake!  
    Don't wait for me."  
And that was all  
Heard in the din,  
Heard of Tom Flynn—  
Flynn of Virginia.

That's all about  
Flynn of Virginia.  
That let me out.  
Here in the damp,—  
Out of the sun,—  
That 'ar derved lamp  
Makes my eyes run.  
Well there,—I'm done!

### THE STAGE DRIVER'S STORY by BRET HARTE

It was the stage driver's story, as he stood with his back to the wheelers,  
Quietly flecking his whip, and turning his quid of tobacco;  
While on the dusty road, and blent with the rays of the moonlight,  
We saw the long curl of his lash and the juice of tobacco descending.  
"Danger! Sir, I believe you,—Indeed I may say, on that subject,  
You your existence might put to the hazard and turn of a wager.  
I have seen danger? oh, no! not me, sir, indeed, I assure you:  
'Twas only the man with the dog that is sitting alone in your wagon.

## *Adventuring with the Eighth Grade*

"It was the Geiger Grade, a mile and a half from the summit: Black as your hat was the night, and never a star in the heavens. Thundering down the grade, the gravel and stones we sent flying Over the precipice side,—a thousand feet plumb to the bottom.

"Halfway down the grade I felt, sir, a thrilling and creaking, Then a lurch to one side, as we hung on the bank of the cañon; Then, looking up the road, I saw, in the distance behind me, The off hind wheel of the coach, just loosed from its axle, and following.

"One glance alone I gave, then gathered together my ribbons, Shouted, and flung them, outspread, on the straining necks of my cattle;

Screamed at the top of my voice, and lashed the air in my frenzy, While down the Geiger grade, on three wheels, the vehicle thundered.

"Speed was our only chance, when again came the ominous rattle: Crack, and another wheel slipped away and was lost in the darkness. Two only now were left; yet such was our fearful momentum, Upright, erect, and sustained on two wheels, the vehicle thundered.

"But to be brief in my tale, again, ere we came to the level Slipped from its axle a wheel; so that, to be plain in my statement, A matter of twelve hundred yards or more, as the distance may be, We traveled upon one wheel, until we drove up to the station,

"Then, sir, we sank in a heap; but, picking myself from the ruins, I heard a noise up the grade; and looking I saw in the distance The three wheels following still, like moons on the horizon whirling, Till, circling, they gracefully sank on the road at the side of the station.

"This is my story, sir; a trifle, indeed, I assure you. Much more, perchance, might be said—but I hold him of all men most lightly Who swerves from the truth in his tale. No thank you—Well since you are pressing Perhaps I don't care if I do: you may give me the same, Jip,—no sugar."

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## SWEET GENEVIEVE

Words by GEORGE COOPER

Music by HENRY TUCKER

O Genevieve, I'd give the world  
To live again the lovely past!  
The rose of youth was dew-impearl'd,  
But now it withers in the blast.  
I see thy face in every dream,  
My waking tho'ts are full of thee;  
Thy glance is in the starry beam  
That falls along the summer sea.

### *Chorus*

O Genevieve, sweet Genevieve,  
The days may come,  
The days may go,  
But still the hands of mem'ry weave  
The blissful dreams of long ago.

## LONELY, HUNTED MEN

by ROBERT V. CARR

The sheriff mutters as he sees  
A wisp of smoke about the trees;  
A story writ upon the air  
By bright-eyed Danger, cold and fair.  
"Hands up!" Then sharp the black guns speak;

The outlaw falls. The acrid reek  
Of burning ash across him drifts,  
And in the smoke his spirit lifts.  
For lonely, hunted men desire  
The comfort of a friendly fire.

## OH! SUSANNA

('49ers song)

I came from Alabama  
With my banjo on my knee,  
I'm gwyne to Louisiana,  
My true love for to see.  
It rained all night the day I left,  
The weather it was dry;  
The sun so hot I froze to death;  
Susanna, don't you cry.



## *Adventuring with the Eighth Grade*

### *Chorus*

Oh! Susanna, oh don't you cry for me,  
I'm gwyne to Louisiana  
With my banjo on my knee.

I soon will be in New Orleans,  
And den I'll look around,  
And when I find Susanna,  
I will fall upon de ground.  
And if I do not find her,  
Dis darkie'll surely die,  
And when I'm dead and buried,  
Susanna, don't you cry.

### *Chorus*

Oh! Susanna, oh don't you cry for me,  
I'm gwyne to Louisiana  
With my banjo on my knee.

### *The California Version*

I'll scrape the mountains clean, old girl,  
I'll drain the rivers dry;  
I'm off for California,  
Susannah, don't you cry.

### *Chorus*

Oh! Susannah, don't you cry for me,  
I'm off to California  
With my wash bowl on my knee!

## HOME ON THE RANGE

### TENDERFOOT

by ROBERT V. CARR

I rode a horse today and wore  
My nice, new putties, and I bore  
Myself with dignity the while—  
But, lo, these whisp'ring cowboys smile  
And close their eyes in grotesque winks:  
A coarse, uncultured lot, methinks,  
That cannot understand this fine  
Yet somewhat shrinking soul of mine.  
Crude creatures of a plane below,  
They do not know—they do not know.

# *The Great Adventure of Pedagogy*

SEASONED  
by ROBERT V. CARR

---

I saw it leave the stage today—  
A tenderfoot. Well, I must say,  
I do not blame the boys much now  
For what they did to me. I vow  
This nice, new thing some points to give,  
And maybe, then I'll let it live.  
Bah! Soft, white face and fat conceit,  
Just thinks *its* knowledge is complete.  
Look at those clothes, the little hat—  
Say, on the square, was I like that?

HOW  
by ROBERT V. CARR

---

I'd like to meet you anywhere,  
Along the sunset trail;  
And roll with you a cigarette,  
And hear a range-land tale.  
I'd like to hear you drawlin' speak  
That word that rhymes with cow,  
And tastes of sage and alkali—  
That little old word, "How."

I'd like to sight you from a raise  
Upon the Big Divide;  
I bet I'd know you from the way,  
The reckless way you ride.  
I bet I'd yell—Aw, blame the luck!  
I'd give the world jes' now,  
To hear the pound of hoofbeats and  
That little old word, "How."

Fer "Charmed, I'm sure," and soft hand shake  
Of high society,  
Someway, don't never git its rope  
Upon the heart o' me.  
I want to beat you on the back,  
In joyous, friendly row,  
And call you names—I want to hear  
That little old word, "How."

## *Adventuring with the Eighth Grade*

### SADDLING UP

by ROBERT V. CARR

---

Feelin' foxy, hain't you, hey?  
Hump your back and scrinch,  
Actin' like as if you hain't  
Never seen a cinch.  
Here, now, Baldy, that's no way  
Fer an old cow-hoss  
To cut up—why, blame your hide!  
Don't you know I'm boss?

Whoa there, Baldy, easy now!  
You old fool galoot!  
Stop your fussin' or I'll throw  
Into you a boot.  
Quit your dancin' sideways, or  
I'll dig into you;  
Say, with this here waltzin' won't  
Ever you git thru?

Saddle's on; now, do your worst,  
You old leatherhead!  
Any other time you'd act  
'Bout as if you're dead.  
One would never think that ten  
Years you have been born,  
By the way you dance around  
On a snappy morn.

### THE ROUND-UP MUSICIAN

by ROBERT V. CARR

---

When Dutchy plays the mouth harp, ev'ry puncher gathers 'round  
To help on with the music by a stompin' on the ground;  
And the cook, he throws a shuffle, and the wrangler pats a hand,  
When Dutchy plays the mouth harp in a way to beat the band.

Oh my girl, she has a turned-up nose,  
A turned-up nose, a turned-up nose,  
Wella, wella, wella, I suppose  
That she can't help that turned-up nose.

## *The Great Adventure of Pedagogy*

When Dutchy plays the mouth harp and we've cached our chuck  
away,  
And ev'ry one a-havin' fun and feelin' mighty gay,  
There's nothin' we like better than to lend a helpin' hand,  
When Dutchy plays the mouth harp in a way to beat the band.

Oh my girl, has got a pinto face,  
A pinto face, a pinto face,  
Wella, wella, wella, who did place  
Them freckles on her little face?

When Dutchy plays the mouth harp—say "Turkey in the Straw,"  
'Tis then us old cowpunchers begin to snort and paw—  
Begin to swing and shuffle and pat a lively hand,  
When Dutchy plays the mouth harp in a way to beat the band.

Oh my girl, she wears a number nine,  
A number nine, a number nine,  
Wella, wella, wella, it's a sign  
Her understandin' sure is fine.

### GOOD-BY, STEER

by ROBERT V. CARR

There you go, a four-year-old  
Worth the fourth of a pound of gold;  
Big and heavy and wild as sin,  
The range will never see you agin.  
Tenderloin fer the dude who shirks,  
Neck and knuckles fer him who works;  
Good-by, steer, the bull-board's down  
And you're on your way to Packin'-town.

There you go, so long, old steer!  
You made us sweat to git you here;  
But loaded now with nineteen more,  
Your days of runnin' the range are o'er.  
Hide and taller, hoofs and horns,  
Nothin' of you the packer scorns;  
Good-by, steer, the bull-board's down,  
And you're on your way to Packin'-town.

## *Adventuring with the Eighth Grade*

### THE ROUND UP COOK

by ROBERT V. CARR

---

There's good cooks and there's bad ones—  
No harm in bein' frank;  
But, speakin' gener'ly, I'll say,  
A round up cook's a crank.  
There's something aggravatin' in  
The dealin' out of chuck,  
That makes a man not care fer jokes,  
And feel down on his luck.

If you should think to doubt my word,  
Jes' go and sass a cook;  
And then fer some deep hole to hide,  
Go take a sudden look.  
While goin's good, you'd better go.  
Before the hash-knife falls,  
Before the boss of pots and pans  
Your frame in anger crawls.

But yet we sort of like the cook,  
And love to hear him say:  
"Oh, you'd better come and git it,  
Or I'll throw it all away!"  
And to his face—tho, privately,  
We cuss him now and then—  
We brag upon his chuck and act  
Like perfect gentlemen.

### TO A PACK HORSE

by ROBERT V. CARR

---

Sun hain't up and grass still wet,  
Ghost-like moon a-ling'rin' yet,  
Birds a-wak'nin' one by one,  
Bacon fried and coffee done,  
Bed rolled up—well, I declare!  
What you think you're doin' there?  
Say, old hoss, let me inquire,  
Why you're nosin' 'round my fire?  
"Huh," he nickers, without fall,  
"Hain't it time to hit the trail?"

## *The Great Adventure of Pedagogy*

Some folks have the nerve to say  
That a pack hoss, that a-way,  
Hain't no soul, but I don't know  
Whether that idee is so.  
Seems that plug's most human when  
He gits restless now and then;  
And to show his heart's desire,  
Comes a-nosin' 'round my fire;  
When he nickers, without fail,  
"Hain't it time to hit the trail?"

### A COWBOY IN THE CITY by ROBERT V. CARR

I've been to a dozen theaters  
And a bunch of vaudyville shows,  
Till gags and their bean-head creators  
Make me weary clear to my toes.  
I've seen Signor Punk, from Vianner,  
Go loco and tear out his hair,  
Then jump on a helpless pianner,  
And beat it to death then and there.  
  
And still I am homesick and weary;  
The city somehow hits me wrong,  
Its music seems holler and dreary,  
Fer I'd rather hear that old song:  
"Bury me not on the lone prairie"—  
"Twould sure give my feelin's a change;  
Fer, dog-gone the luck! I always was stuck  
On the songs that we sing on the range.

I've ate of the grub ally-carty  
In ev'ry calafay in the town;  
And bein' infernally hearty,  
I manage to jes' choke it down.  
But still, there I set, a lean stranger,  
A-yearnin' fer one friendly face;  
To speak to a soul would mean danger  
Of gittin' run out of the place.

Back home I would talk to my neighbor,  
No matter if never before  
I'd met him, and surely would labor  
To jes' git acquainted and more.

Out West you kin gab free and easy,  
And strangers their views may exchange.  
Why, dog-gone the luck! I always was stuck  
On the whole-hearted ways of the range.

Seems to me that this elevation  
Of buildin's a mile or two high  
Don't fit in my scheme of creation—  
I wants to see some of the sky.  
I'd like to right now be securin'  
A genuwine sniff of the sage;  
Besides, I may say, I'm endurin'  
A reg'lar old heart-gnawin' rage.

I hate all the crowdin' and crushin',  
I hate the cold smirk of the chap  
That grabs fer my coin while he's rushin'—  
Gawd knows where he's rushin, poor yap!  
So I've gone and staked out a ticket;  
The sagebrush fer me fer a change.  
Fer, dog-gone the luck! I always was stuck  
On the way that we live on the range.

HOME ON THE RANGE  
(SONG)

---

O give me a home where the buffalo roam,  
Where the deer and the antelope play,  
Where seldom is heard a discouraging word,  
And the skies are not cloudy all day.

Home, home on the range,  
Where the deer and the antelope play,  
Where seldom is heard a discouraging word,  
And the skies are not cloudy all day.

How often at night, when the heavens are bright,  
With the lights from the glittering stars,  
Have I stood there amazed and asked as I gazed  
If their glory exceeds that of ours.

O give me a land where the bright diamond sand  
Flows leisurely down the stream,  
Where the graceful white swan goes gliding along  
Like a maid in a heavenly dream.

## *The Great Adventure of Pedagogy*

Then I wouldn't exchange my home on the range,  
Where the deer and the antelope play,  
Where seldom is heard a discouraging word,  
And the skies are not cloudy all day.

Home, home on the range,  
Where the deer and the antelope play,  
Where seldom is heard a discouraging word,  
And the skies are not cloudy all day.

### THE HOMESTEADER

#### THE OLD COWBOY'S LAMENT

by ROBERT V. CARR

---

The range's filled up with farmers,  
And there's fences ev'ry where,  
A painted house most ev'ry quarter-mile;  
They're raisin' blooded cattle and plantin' sorted seed,  
And puttin' on a painful lot o' style.

There hain't no grass to speak of  
And the water holes are gone,  
The wire of the farmer holds 'em tight;  
There's little use to law 'em and little use to kick,  
And might sight less use there is to fight.

There's them coughin' separators and their dirty, dusty  
crews,  
And wagons runnin' over with the grain;  
With smoke a-driftin' upward and writin' on the air,  
A story that to me is mighty plain.

The wolves have left the country and the long-horns are  
no more,  
And all the game worth shootin' at is gone;  
And it's time fer me to foller, 'cause I'm only in the way,  
And I've got to be a-movin'—movin' on.



THE AMERICAN PIONEER ADVANCES WEST-  
WARD AND BECOMES MASTER  
OF A CONTINENT

THE ETERNAL CIRCLE

by ROBERT V. CARR

Yesterday a cave man spoke:

"This land is old."

Thus wails the voices in the smoke:

"This land is old."

Yesterday a red man cried:

"This land is old.

I pass the haunts where cave men died.

This land is old."

Yesterday a white man said:

"This land is old.

Observe this flinty arrow-head.

This land is old."

Yesterday a good man sighed:

"This land is old.

My city's pride a grave doth hide.

This land is old."

Yesterday a builder sang:

"This land is old.

From narrow trails my wide streets sprang.

This land is old."

Yesterday a savage cried:

"This land is old.

What paths are these, grass-dimmed and wide?

This land is old."

AMERICA

My country! 'tis of thee,

Sweet land of liberty!

Of thee I sing;

Land where my fathers died,

Land of the Pilgrims' pride,

From ev'ry mountain-side

Let freedom ring.

## *The Great Adventure of Pedagogy*

Our fathers' God! to Thee,  
Author of liberty!  
To Thee we sing;  
Long may our land be bright  
With freedom's holy light,  
Protect us by Thy might,  
Great God, our King.

### WESTWARD HO! WITH THE EIGHTH-GRADE POETS (Original Poems)

#### SAILING WITH COLUMBUS ANONYMOUS

---

In 1492 Columbus sailed the ocean blue,  
I wish I were alive, I do,  
To shout in Spanish, "Ship ahoy!"  
And be Columbus' cabin boy.

In 1492 Columbus sailed the ocean blue,  
Sailed and sailed but never failed  
to see America true.  
India, he thought, he discovered  
But died with his thought uncovered.

#### WAR PAINTS ANONYMOUS

---

Indians, Indians, tall and red,  
With arrows and spears of very sharp head,  
Dressed in fine feathers their chief leads the pace,  
Hunting for buffalo? Maybe—methinks of pale face.

#### FRENCH AND INDIAN WAR by JANICE BROWN

---

The chieftains and their war like tribes  
Were allies of the French.  
'Twas the powerful Iroquois and Englishmen  
These warriors fought against.

## *Adventuring with the Eighth Grade*

The Indians brought their "Tommy Hawks";  
The French, they brought their guns.  
The English wore their uniforms  
And then the war begun.

The Redmen fought behind the trees;  
The French, they fought the same.  
But the well-trained English soldiers  
Into the open came.

'Twas like this that many a battle  
Had often taken place.  
Seldom these two armies ever fought  
Face to face.

Seven long years it lasted and  
A terrible battle was led.  
Many homeless children for  
Their parents tears they shed.

These colonists were filled with terror  
Until Wolfe put an end to the war.  
The Indians did the disappearing act  
And bothered them no more.

GEORGE ROGERS CLARK  
by JANICE BROWN

A true Virginian, and kind at heart,  
Was a young surveyor named Rogers Clark.  
He moved to Kentucky  
with household goods  
Where he soon became leader  
of men from the woods.

And when the time came for a leader brave,  
Up stepped Clark his country to save.  
He traveled through sunshine,  
through rain, and through snow.  
The hardships they suffered  
we but little know.

Clark's scout came into his camp  
to give him this report,  
That the English General Hamilton  
was ensconced within the fort.

## *The Great Adventure of Pedagogy*

So "Onward," Clark commanded  
as he marched his ragged men  
For an attack upon English soldiers  
stationed at Fort Vincennes.

The battle was short and easily fought,  
and Clark's men came out on top.  
This victory halted the English  
and the war was at a stop.  
Our nation has long remembered  
the bravery of Rogers Clark,  
And to his memory have dedicated  
a monument at Quincy Park.

### RESULTS OF GOLD

by CHARLES LINDSAY

---

#### I

Sutter was a prosperous man in the days of '48.  
I am told that his fields reached far and wide,  
And his grain was seldom cut late.  
His men were ever ready to ride  
To spread the news of harvest by tide.

#### II

A man by the name of Marshall came  
To the house of Sutter, alone,  
And showed him some yellow metals,  
Which Sutter knew to be gold!

#### III

The secret was kept, until one day  
One of his men got drunk,  
And told the secret to everyone,  
Until Sutter knew he was sunk.

#### IV

The news was spread far and wide  
That gold was discovered in Cal.,  
And the men that were bold, as well as the weak,  
Came in to mine for gold.

## *Adventuring with the Eighth Grade*

### V

The men were quarrelsome, as well as corrupt,  
And there were shootings every day  
By men that had fought about their mines  
Until it called for gunplay.

### VI

California developed from all this row  
Until today she is  
One of the largest as well as the best  
Of the states of the U.S.A.

### VII

All this developed from discovery of gold  
On that day at Sutter's mill  
When Marshall discovered the yellow stuff,  
And the drunkard went and told.

### A COWBOY'S FUN

by BETTY RYAN

When the cowboys' supper was eaten,  
Then began their fun;  
They'd sit around the campfire  
When all their work was done.

They'd sing songs of the prairie,  
And with their guitars would play,  
And some with their harmonicas  
Strummed lovely, so they say.

They'd tell jokes by the hour,  
Then retire to their beds  
To dream of prairies wild,  
And roping steers, 'tis said.

And so you see a cowboy's fun  
Compared with me and you.  
I wish I were a cowboy  
And could play like him—don't you?

Across the white dusty playground the children of  
America enjoy the noon hour. Lunch finished, the boys,  
red faced and excited, play their games in every possible

corner of the yard with student officials umpiring. Above them flutters the flag of their country, its clean red and white stripes clear against the blue of the sky. The ancestors of many of these boys have fought and died for this same flag that flutters in the breeze overhead. Those High Eight boys, who play their games in high spirits, probably could best tell you the meaning of true patriotism for they are conscientiously studying the history of their country and government in Social Science this term. The dramatic way that their teacher has led them to the story of their country has suggested new concepts which they will treasure forever.

Shall we study these presentations which this active teacher has given them?

## UNIT I—EUROPEAN NATIONS CONQUER THE NEW WORLD AND ESTABLISH THEIR IDEAS THERE

The original letter and diary which the teacher read to the class:

### A LETTER FROM PLYMOUTH

Conditions of life in Plymouth (1621)

By Governor Edward Winslow (leading man in colony)

Although I received no letter from you by this ship, yet for as much as I know you expect the performance of my promise, which was to write unto you truly and faithfully of all things....

We have found the Indians very faithful in their covenant of peace with us, very loving and ready to pleasure us. We often go to them, and they come to us.

Yea, it hath pleased God so to possess the Indian with a fear of us and love unto us, that not only the greatest king amongst them, called Massasoit, but also all the princes and peoples round about us, have either made suit unto us, or been glad of any occasion to make peace with us... and we, for our parts, walk as peaceably and safely in the wood as in the highways in England.

For the temper of the air here, it agreeth well with that in England; and if there be any difference at all, this is some what hotter

## *Adventuring with the Eighth Grade*

in summer. Some think it to be colder in winter; but I cannot out of experience so say. The air is very clear, and not foggy, as hath been reported . . . and if we have once but kine, horses, and sheep, I make no question but men might live as contented here as in any part of the world. For fish and fowl we have great abundance. . . .

Here are grapes, white and red, and very sweet and strong also; strawberries, gooseberries, raspas, etc., plums of three sorts, white, black and red, being almost as good as damson; abundance of roses, white, red, and damask; single but very sweet indeed. The country only wanteth industrious men to employ, for it would grieve your hearts if, as I, you had seen so many miles together by goodly rivers uninhabited; and withal to consider those parts of the world wherein you live to be even greatly burthened with abundance of people.

Now because I expect your coming unto us, with other of our friends, whose company we most desire, I thought good to advertise you of a few things needful. Be careful to have a very good bread-room to put your biscuits in. Let not your meat be dry-salted; none can better do it than the sailors. Let your meal be so hard trod in your cask that you shall need adz or hatchet to work it out with. Trust not too much on us for corn at this time, for by reason of this last company that came, depending wholly upon us, we shall have little enough till harvest. Be careful to come by some of your meal to spend by the way; it will much refresh you. Build your cabins open as you can, and bring good store of clothes and bedding with you. Bring every man a musket or fowling piece. Let your piece be long in barrell, and fear not the weight of it, for most of our shooting is from stands. Bring juice of lemons, and take it fasting; it is of good use. For hot waters, aniseed water is the best; but use it sparingly. If you bring anything for comfort in the country, butter or sallet oil or both, is very good. Our Indian corn, even the coarsest, maketh as pleasant meat as rice; therefore spare that, unless to spend by the way. Bring paper and linseed oil for your windows, with cotton yarn for your lamps. Let your shot be most for big fowls, and bring store of powder and shot. I forbear further to write for the present, hoping to see you by the next return. So I take my leave, commending you to the Lord for a safe conduct unto us, resting in Him,

Your loving friend,

EDWARD WINSLOW.

Plymouth, in New England, this 11th day of December, 1621.  
From Alexander Young, *Chronicles of the Pilgrim Fathers*, Boston,  
1841.

# *The Great Adventure of Pedagogy*

FROM A DIARY

A Journal Written by Governor John Winthrop

Representative Government in Massachusetts, 1631-39

June 14—At this court one Philip Ratcliff, a servant of Mr. Craddock, being convict, *ore tenus*, of most foul, scandalous invectives against our churches and government, was censured to be whipped, lose his ears, and be banished the plantation, which was presently executed....

1633, November—The scarcity of workmen had caused them to raise their wages to an excessive rate, so as a carpenter would have three shillings the day, a laborer two shillings and six pence, etc.; and accordingly those who had commodities to sell advanced their prices sometime double to that they cost in England, so as it grew to a general complaint, which the court, taking knowledge of, as also of some further evils, which were springing out of excessive rates of wages, they made an order that carpenters, masons, etc., should take but two shillings the day, and laborers but eighteen pence, and that no commodity should be sold at above four pence in the shilling more than it cost for ready money in England; oil, wine, etc., and cheese, in regard of hazard of bringing, etc.

September 18, 1634—At this court were many laws made against tobacco, and immodest fashions, and costly apparel, etc., as appears by the Records; and six hundred raised towards fortifications and other charges.

\* \* \* \* \*

The class formed themselves into a colonial town meeting at which the moderator and clerk presided. They prepared letters or diaries imitating the original style of those read to them by the teacher, but describing other conditions, which they learned upon closer study existed in the colonies. The best manuscripts of each group were presented to the town meeting for constructive comments in the Socialized method of recitation. Of these many were selected by the town meeting to be read in the student assembly. This gave the quiet, studious child a chance to be heard.



UNIT II—EUROPEAN COLONIES DEVELOP A DIFFERENT CIVILIZATION AND DEMAND INDEPENDENCE FROM THE MOTHER COUNTRY

READ BY TEACHER

*What Two Men Thought of Each Other:*

"It has been his [Thomas Hutchinson's] principle from a boy that mankind are to be governed by the discerning few and it has been ever since his ambition to be the hero of the few."—SAMUEL ADAMS.

"We have not been so quiet these five years. . . . If it were not for two or three Adamses, we should do well enough." — THOMAS HUTCHINSON (Governor of Massachusetts).

PRESENTATION BY THE TEACHER

You wonder who these men were—Samuel Adams and Thomas Hutchinson. We can best begin by going back to December of the year 1771.

Horace Walpole, a great prophet of this time, was of the opinion that all the storms which had distressed England had, at last, happily blown over. For two years this prediction held true. America was hardly mentioned in England. In the colonies everything was peaceful. Rioting had disappeared in most of the places where it had been the usual custom. Even the "Sons of Liberty" were rarely heard of. Merchants and landowners were prosperous again. They were glad that no actual trouble had come up between the colonies and the mother country. This was true of all the colonies except Massachusetts. Even in this colony the leaders, James Otis and John Hancock, were calmly proceeding with their regular business. Mr. Hutchinson, the British representative, was made governor of the province. He was almost popu-

lar. At this time he said, "Hancock and most of the party are quiet, all of them except Adams. . . . Adams would push the continent into a rebellion tomorrow, if it was in his power."

None was better fitted than Samuel Adams to push the continent into rebellion. Having no private business, he had had plenty of time through the years to become wonderfully expert in opposing the king.

Samuel Adams could barely support his small family. On his father's death he had been left a large fortune in the malt business. As Adams was never to be found in his countinghouse counting out his money, he lost it all and became heavily in debt. It was quite well known that he could not manage his own private affairs. His friends and neighbors supplied his wife and children with food and clothes. Although his sons' names were called among the first on the list at Harvard College, where the names of the students were listed not alphabetically but in order of their social importance, Sam Adams' community had to supply him with enough clothes and money to attend the First Continental Congress.

You could generally find Adams in some back shop discussing town topics. He was most at home in clubs—secret clubs of which everyone had heard but few belonged.

From its earliest days Boston never lacked clubs. They flourished especially in the years before the Revolution. John Adams tells us about one of these clubs, the "Caucus Club," which met regularly at one period in the garret of Tom Dawes' house. "There they smoke tobacco till you cannot see from one end of the garret to the other. They drink flip, I suppose, and there they choose a moderator who puts questions to vote regularly."

Sam Adams sat in just such a club with coat off—drinking flip.

Of course you want to know more about these men of

the Revolution. How are we going to do it? We are living there with them, maybe in some old garret, but secretly, for we must constantly remember that these same events are destined to bring us into war with our mother country. What shall we do?

\* \* \* \* \*

Two sharp knocks on the paper-covered glass door gain us entrance into a smoke-filled room at which groups of children are seated about imaginary tables. The moderator, a serious young boy with glasses, calls the meeting to order. The clerk reads the minutes. Apparently this is not the first meeting of the "Caucus Club." His record shows that they have been debating the Navigation Acts, the Trade Laws, and the Sugar Acts. They have created the atmosphere of a smoke-filled garret by burning incense and drawing rough boards on the blackboard. Signs at convenient places advertise the kinds of food which can be ordered.

The meeting, which we are fortunate enough to visit today is a memorable one, for eyewitnesses are describing the Boston Massacre and the Boston Tea Party. A group of "Daughters of Liberty" tell us about the work which they are doing to prevent the sale of British goods. Samuel Adams, in person, thanks us for our help in sending him to the Continental Congress and expresses his suspicion of all things British. Some representatives of the Massachusetts Committees of Correspondence read the letters they received from other colonies concerning the conditions there and ask our approval of their answers. We are delighted at the close to hear the prophecy of a seventh son who is visiting Boston. He predicts the greatness of George Washington and the inevitability of a war. The meeting adjourns.

The young patriots who enter the classroom today are interested in the pictorial display on the front black-

## *The Great Adventure of Pedagogy*

board, because the teacher has used authentic pictures to create the proper historical atmosphere. Under the banner headline, "The Assembly of Demigods," appear three large pictures of the most important guiding spirits of the Constitutional Convention in 1787. Under each picture is a descriptive character study of that individual. Let's follow these youngsters and read the captions under each portrait.

### THE ASSEMBLY OF DEMIGODS

(See insert for picture)

#### GEORGE WASHINGTON

was unanimously chosen presiding officer of the Constitutional Convention. He was tall and dignified, yet a man of action. He displayed keenness and coolness of judgment in affairs of state as well as on the battlefield. He, alone, was able to make the warring factions in the Convention work together in writing the greatest political document, the Constitution of the United States. Here we see pictured the military genius and far-sighted statesman from the great commonwealth of Virginia.

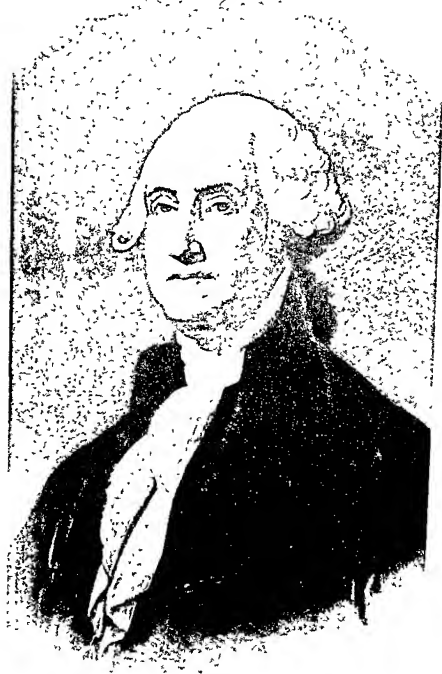
#### JAMES MADISON

was recorder of the Constitutional Convention's arduous labors. From Virginia, too, came this gentleman whose modest dress and retiring manner were more than offset by his wide reading and scholarly reputation.

#### JAMES WILSON

was from Pennsylvania. He was a marked contrast to the two Virginians. He had worked his way from a poor immigrant to an eminent attorney, a signer of the Declaration of Independence.

The class next inspects with interest the five mechanical-drawing desks backed against the front blackboard. On each is displayed mounted, pictorial, and written descriptions of other delegates to this convention and a picture of their meeting place. On a desk to the extreme right is a copy of the historic document itself.



*From Ewing Galloway*  
George Washington—a Stuart Portrait. Photograph of an engraving  
by J. Sartain, from the original painting.



*From Ewing Galloway*

**U. S. History—The adoption of the Constitution at Philadelphia (then the National Capital), 1787.**

**THOSE WHO WERE NEXT IN IMPORTANCE IN THE MEETINGS  
OF THE CONSTITUTIONAL CONVENTION OF 1787**

Governor Edmund Randolph, from Virginia, handsome, tall, and dignified.

Gouverneur Morris, most brilliant of all, whose clever and quick wit made him more admired than trusted. A crippled arm and wooden leg failed to dampen the spirit of this representative of Pennsylvania.

Rufus King, one of the coming men of the nation from Massachusetts, young, handsome, and charming.

Nathaniel Gorham, from Massachusetts, showed greater common sense than ability.

Benjamin Franklin, from Pennsylvania, because of his advanced age of eighty-one years, was too feeble to address the Convention. Although James Wilson read Franklin's speeches, they failed to carry weight with the delegates.

John Rutledge, the orator from South Carolina.

General Charles Cotesworth Pinckney, the great revolutionary leader from South Carolina.

Charles Pinckney, a delegate from South Carolina and a master of detail.

William Paterson, an intelligent delegate from New Jersey who ably opposed too strong a central government.

John Dickinson, the sensitive, scholarly representative from Delaware whose refusal to sign the Declaration of Independence had cost him much of his popularity.

Elbridge Gerry, a merchant from Massachusetts who was interested in trade and finance.

Roger Sherman, Oliver Ellsworth, and Dr. William Samuel Johnson, three important Massachusetts representatives who strongly opposed Madison's plan of a highly centralized government.

Alexander Hamilton, fair-complexioned, sensitive delegate from New York, champion of a strong aristocratic state. His lack of touch with popular sentiment resulted in Robert Yates and John Lansing of New York outvoting him. Although of a small, slight figure, the impressiveness of his carriage made it possible for him to dominate any audience.

Luther Martin, the delegate from Maryland whose long speeches and hidden motives bored and wearied his audience.

**WHERE THEY MET**

(See picture)

# *The Great Adventure of Pedagogy*

## WHAT THEY CREATED

### THE CONSTITUTION OF THE UNITED STATES

The young people stand in groups about these displays discussing naturally with their teacher points which they do not understand. Thus the exploratory questions of the new *unit* are brought up by the young patriots themselves. The teacher informally supplements these with her own queries as the discussion develops.

The teacher's presentation of Unit III finds an attentive audience.

### UNIT III—THE CONSTITUTION INSURES LIBERTY AND UNION FOR THE NEW NATION

#### TEACHER'S PRESENTATION

History is one of the most delightful of studies because it has the power to give us a magic carpet which instantly transports us to any century in which we may be interested. Today our carpet is carrying us back some 154 years. From our vantage point high up in the clear blue sky, we notice a vast wilderness beneath. It is America, but with what a great difference! Those mountains just below us are the Alleghenies. Few among the population of three million people, who dwell in the narrow strip of land along the Atlantic coast from Maine to Georgia, have ever crossed over this formidable barrier. Twenty per cent of this population is negro slaves. Most of the remaining whites are of foreign parentage. They are still unable to raise their life much above the crude necessities which they are able to supply for themselves. Only about 5 per cent of the population cares to use its vote. They seem glad to place the responsibility of government upon the shoulders of a small group of the upper class, popularly referred to as "gentlemen." These American "gen-



tllemen" possess a high degree of intelligence and training.

Undistracted by detective stories, newspapers, and magazines, they enjoy more serious books about government, economics, and religion, such as Locke, Rousseau, Adam Smith, Hobbes, and the Bible. As a result, their thinking is upon a very high level.

The confederation which had bound this new nation together has proved incapable of enforcing its commands, or of collecting the taxes necessary for its continued existence. Although the Congress had asked the states for \$10,000,000 in 1782, only \$1,500,000 had been paid in by the end of 1783. As usual under such circumstances, they had issued quantities of worthless paper money. By 1781 one gold dollar was worth one thousand continental paper dollars. This is the origin of the expression, "He is not worth a continental."

Chaos reigned everywhere. Even the ex-service men of the Revolutionary War stormed the Congressional meetings, led by their defiant, desperate officers. Only the personal plea of their beloved commander-in-chief, George Washington, had made them disband. Later some eighty ex-soldiers lined up in Philadelphia and threatened Congress, which was meeting there. The state of Pennsylvania refused Congress aid in their dire peril. They were forced to flee during the night to Princeton. Shay's Rebellion in Massachusetts was the deciding factor for Washington. Until then, he had been loath to give up what government America had, for fear of anarchy. When his own soldiers rose in such numbers, destroying property and endangering lives, he consented to preside over a convention for the purpose of revising the Articles of Confederation. The way had been paved for such a gathering by the one held at Annapolis for the purpose of straightening out trade relationships between Virginia and Maryland. Under the leadership of Alexander Hamilton, the representatives of five states had called another

meeting of all the states in May, 1787, in Philadelphia.

It is time to hop off our magic carpet, for we have arrived in the city of Philadelphia in the year 1787. There at the "Indian Queen," on Fourth Street between Market and Chestnut, is the tavern where many of the delegates are staying. The town is fairly buzzing with gossip. Not only has Thomas Jefferson called this a "Meeting of Demigods," but men like Madison and James Wilson consider it one of the most important events since the creation of the world. Gouverneur Morris has deserted his usual humorous attitude and speaks with serious regard about the great work of this Convention. The sessions are secret. There is not much chance of "crashing," for sentries have been stationed at the door. We had best return to the magic carpet for our delegate's certificate, which proves that we are representatives of one of the thirteen states.

We notice that the pavement and street in front of the State House have been sprinkled with loose earth so that the traffic noises will not disturb the Convention inside. This meeting, called for May 14, did not actually begin until the 25th.

As we settle in our seats we realize that the Convention has already been going some two or three weeks. Officers have been elected and the rules formulated. The Virginia Plan which outlines a new constitutional government has met with the approval of the Convention. It provides for three things: a lawmaking body of two houses, a separate executive, and a judiciary. The New Jersey Plan which recommended only a change in the Articles of Confederation has been rejected. There, seated on a raised platform in a large carved high-backed chair, is the chairman of the Convention, George Washington. He is still as commanding a figure as he was on the battlefield.

From the conversation about us we gather that thus far the meetings have progressed smoothly enough. This

is remarkable in such heat. It is probably the calm before the storm, for already there are rumblings heard between the large and small states. The large states wish the representatives of the lawmaking body to be chosen according to the population of each state. The small states urge that each state have equal representation. The Convention has already decided that the representatives of the lower house of the legislative body shall be based on the population of each state. They can come to no decision, however, about representation in the upper house of Congress. Finally, a committee is appointed to determine the point, because there is a tie vote in the Convention. The committee was selected by balloting. More small states are represented than large states, and the Convention can determine their report in advance. More heated debate is inevitable. The feelings of the delegates rise to the breaking point. Then, as the weather changes from terrific heat to pleasant coolness, the delegates decide to compromise. On July 16 they make the most important decision of the entire meeting. It is that each state shall have an equal vote in the upper house. By this they gain the support of the small states. The large states hold a secret meeting to decide what course they shall take. They are unwilling to be responsible for breaking up the Convention, because a new spirit of compromise has entered into the meeting. The large states decide to remain and complete their task.

As we fly back to the present, we think of the tiring and careful work of that Convention. A committee of five was appointed to work out the Constitution during the ten-days' recess of the Convention. Rutledge and his committee had to work night and day in order to bring back a finished report within the allotted time.

The Convention returned to labor for five weeks more. They heard the committee's report, checking each item for comma, period, and legal phrasing. The weather con-

tinued to be hot and unpleasant. In spite of this they carefully rearranged various items. Alexander Hamilton returned to the Convention in order to put the Constitution in its final form. On September 17 they held their last meeting. Tired, with nerves frayed, the delegates adjourned, conscious that they had created a great document.

They had still to face the issue—would the United States with its many different interests agree on this Constitution? Delaware, Pennsylvania, New Jersey, Georgia, and Connecticut ratified it almost immediately. Until Massachusetts, New York, and Virginia endorsed it, the fate of the Constitution hung in the balance. Samuel Adams' open opposition to the document made Massachusetts a doubtful state. When he saw how popular the document was, and some few changes were promised, he withdrew his objections, and Massachusetts ratified it. Even over Luther Martin's prediction, "I'll be hanged if ever the people of Maryland agree to it," that state followed Massachusetts' lead. His friend's retort was timely, "You had better stay in Philadelphia, lest you be hanged." South Carolina was the next state to adopt it.

Although Washington and Madison had strongly urged their state of Virginia to ratify the Constitution, two popular heroes, Patrick Henry and George Mason, were just as strongly opposed to it. The debate was bitter, and feelings ran high for quite a while. Finally Virginia joined the roll of states, when some changes were guaranteed, and adopted the new Constitution.

New York was the next difficult state to win over. It was particularly important because of its geographical location, midway of the thirteen states. If it had not been for the brilliant, eloquent work of Alexander Hamilton, the two-thirds vote against the Constitution could not have been changed into unqualified approval. Madison, Jay, and Hamilton published a series of articles in the

*Independent Gazetteer* advocating the need of a new Constitution. Writing under the name "Publius," Hamilton was responsible for fifty out of the eighty-five articles. The great commonwealth of New York ratified the Constitution because of the arguments put forth and a desire to be in accord with the majority of the Middle Atlantic states. North Carolina reluctantly followed suit in spite of Patrick Henry's ride into that backwoods state for the purpose of getting them to vote it down. Rhode Island still held out. This state was brought to terms by the threat of an economic boycott or refusal of interstate trade.

Thus a most difficult task was accomplished with dignity and honor. A Constitution, unparalleled in the world's history, which would weld them more firmly together as the years passed, was ratified by a group of independent commonwealths. It is recognized today as the greatest single protection against autocracy and intolerance.

\* \* \* \* \*

At the end of the teacher's imaginary trip on the magic carpet, this group of students was eager to return in some manner to the year of 1787. Hamilton and his articles in the *Independent Gazetteer* particularly appealed to them. They planned to edit a paper similar to the one New Yorkers had read with such interest in the crucial days when the fate of the Constitution hung in the balance. They sought to reproduce the spirit of these articles. First, they agreed to study carefully their text and other available library books. They read material about early newspapers and the Constitution which would tend to make their newspaper as realistic as possible. Of course, each member in this large class wanted a copy of the finished paper. They planned to type the articles with a special carbon paper. This carbon copy was used on

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the "Gel-Sten," making more than an adequate supply for all who desired them.

The following committees, appointed by their chairman, were responsible for the success of the venture:

### COMMITTEES FOR THE *Independent Gazetteer*

#### *Assignment of Articles:*

Wallace Stuhr  
Helene Johanson  
Arda Handy

#### *Spelling:*

Walter Wherby  
Edmund Brodie  
Pearl Eidenoff

#### *Composition:*

Lillian Paul  
Helene Rippe  
Forest Cobb  
Clement Segales

#### *Arrangement:*

Robert Sousa  
Wallace Stuhr  
Fiona Mountain  
Alice Ives  
John Barry

#### *Typing:*

Rita Brenner  
Jean Reed  
Roger Jocz

Only the experts in the class were placed on these committees. The rest of the class wrote their articles, which were corrected for spelling and composition by committee members. These articles were then carefully rewritten and turned into the typing committee. Separate strips were used for each article to make it easier for the young typists. The arrangement committee planned just how these would be pasted on the master carbon copy from which duplicates could be run off on the Duplicator. These copies were not as clear as they might have been because the paste made the individual articles curl. But each member made his own article readable by applying a pencil to the blurred parts. Some of the articles in this edition of the *Independent Gazetteer* follow:

This class also collected and made a book of all the newspaper clippings which members found in the period-

# INDEPENDENT-GAZETTEER

EDITOR  
ROBERTS & SONS

## JAMES MADISON

Who said that energet-  
ic James Madison is too  
young to help make the  
Constitution? (Your writ-  
er thinks not.) If you  
think so, read this state-  
ment from a Georgian del-  
egate. "In the manage-  
ment of every great ques-  
tion, he evidently takes  
the lead in the Conven-  
tion. From a spirit of  
industry and application  
which he possesses in a  
most eminent degree, he  
always comes forward the  
best informed man of every  
debate. Madison is from  
Virginia.

Edmund Brodie.

## SPECIAL NOTICE

Meeting at Town Hall tonight  
Everybody come. Very im-  
portant.

Mr. Jefferson,  
Chairman.

And if allowed your  
writer would like to say  
that he hopes all you good  
people will support the  
Constitution. Your un-  
known writer also hopes  
that by your efforts our  
State of New York may rat-  
ify it. But so much for  
politics.

I notice that the ex-  
daughters of Liberty are  
giving a tea in honor of  
their guest speaker Sis-  
ter MacLean, who will  
speak in favor of the Con-  
stitution. Success to you.  
D.L.

Time grows short and I  
bid you the adieu of ad  
farewell. Au revoir but  
not goodbyes.  
Your Unknown Writer.

## EDITORIAL

The United States is now  
at a crisis. We will ei-  
ther go one way or the  
other. We have tried one  
form of government which  
had little power. It has  
not succeeded. We must  
have a strong central gov-  
ernment to make laws, levy  
taxes, and have control  
over the shipping industry.  
Furthermore it must have  
the power to enforce the  
laws.

We the people of these  
United States should not  
give up such an opportu-  
nity. We should readily  
adopt the Constitution.

The Constitution pro-  
vides directly for an army  
and navy to defend the  
United States from foreign  
and domestic enemies; it  
provides directly for a  
Congress, a law making  
body, and a President and  
his cabinet, the law en-  
forcing body, and a  
Supreme Court to decide  
whether or not the laws are  
Constitutional; it pro-  
vides indirectly for  
schools and teachers, re-  
lief in case of floods,  
storms and pestilence; hospi-  
tals and nurses.

I therefore firmly be-  
lieve that the United  
States should adopt the  
Constitution and I urge all  
of you who may read this  
editorial to vote for the  
ratification of the Con-  
stitution.

Editor,

## LOST

A brown pet rat; answers  
to name of "Eddie". If  
found please return to Mr.  
Von Barry. No reward.

## FOUND

A white wire-haired ter-  
rier. Owner please report  
to Mr. Brown, 12 Main  
Street.

## THE CONSTITUTIONAL CONVENTION

The convention started  
on Monday, the 6th of Aug-  
ust. Those who attended  
were delegates, some of  
the most important being  
Washington, Hamilton, Jay,  
Wilson, Madison, Gouver-  
neur Morris, King, Gerry,  
Nelson, and Luther Martin.  
These men kept at their  
task of making a constitu-  
tion that would be good  
for all the states, so  
they will all unite and be-  
come the United States.  
With these fine men the  
Constitution must be a  
success, and it will. It  
has to be. Let's all  
unite. We can't stay out  
of the Union and still be  
be independent.

## SOME FAMOUS SAYINGS BY FAMOUS MEN

But dost thou love  
life? Then do not squand-  
er time, for that's the  
stuff life is made of.  
Benjamin Franklin.

\*\*\*\*\*

Wasting of time must be  
the greatest prodigality,  
since lost time is never  
found again.  
Benjamin Franklin.

\*\*\*\*\*

Revenge is a kind of  
wild justice, which the  
more man's nature runs to  
the more ought law to used  
it out.

Francis Bacon.

\*\*\*\*\*

Discretion of speech is  
more than eloquence.  
Bacon.

Wallace Spahr  
Fulcrum.

This master copy and its eighty duplicates made a class ratify the  
Constitution. The original from which they copied the form was  
found in one of the boys' grandmother's trunk.

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icals and newspapers. The following committee arranged these into a finished book for the library:

Elliott Yellin  
Beatrice Lally  
Robert Phillips  
Bill Edwards

### UNIT IV—WASHINGTON AND HAMILTON START A NEW NATION IN THE WAYS OF HONESTY AND DIGNITY

#### STRANGE BUT TRUE

(Written on Blackboard)

Madison and Hamilton were great friends and were often seen playing with a neighbor's monkey. Later Madison almost succeeded in blocking Hamilton's financial plan in Congress.

---

Madison and Hamilton were of about the same size. Madison was a rather dull, studious person, while Hamilton was gay, brilliant, and of commanding personality.

---

New York City with its thirty thousand inhabitants wanted to be the capital of the United States in 1789.

---

George Washington, like other gentlemen of quality, drove "mushlin horses."

---

In 1789 Thomas Jefferson wore scarlet waistcoats decorated with large bright buttons which were quite a contrast to his plain dress of later years.

---

George Washington was far more nervous and excited over his first speech before Congress than in facing the enemy gunfire.

---

George Washington tried to make the Senate an advisory council.

---

Madison tried to prevent Hamilton from making a personal report to Congress because he feared the effect of his powerful personality.



## *Adventuring with the Eighth Grade*

Fisher Ames stands out as the only real clear thinker of the first four Congresses.

---

When George Washington heard the news of St. Clair's crushing defeat by the Indians he was very angry; yet, later, he treated the unfortunate officer with kindly fairness.

---

While Washington was President, Congress refused to establish a regular navy because they did not wish to become involved in European affairs.

---

The United States preferred to pay tribute to the Algerian pirates rather than build an expensive navy.

---

The Congress criticized the work of Alexander Hamilton so unfairly that few of the prominent men would accept a position in Washington's Cabinet.

---

Jefferson worked against the plans of Washington and Hamilton while he was a member of the same Cabinet. This sort of action would be considered disloyal in modern times.

---

Jay, one of the keenest diplomats in American history, went to England knowing that he sacrificed his popularity in so doing. He undertook this thankless task because he thought it was his duty.

---

Congress tried to prove Hamilton dishonest in order to shake Washington's confidence in him, but failed.

---

Giles voted against giving the retiring President, Washington, a vote of thanks and later regretted it.

---

Many of Washington's enemies called him the stepfather of his country.

### TEACHER'S PRESENTATION

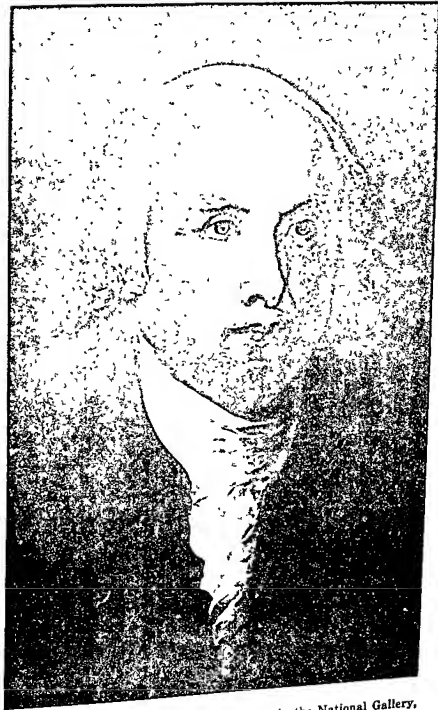
Looking back to the year 1789, we rather envy those Americans who lived in the time of such patriots as George Washington, Alexander Hamilton, John Jay,

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Fisher Ames, and James Madison. Let us go back there for a moment. Wall Street is the fashionable street of New York City. There is probably a reception going on because the street is crowded with coaches and sedan chairs. The men are dressed as gaily as the women in fine satins and lace adorned with jewels. It must be a state occasion because we recognize George Washington's formal coach. It is a canary-colored chariot decorated with the gilded Washington arms, combined with nymphs and cupids. The coach is drawn by four horses, their hoofs blackened and polished. Two outriders in fancy livery and powdered hair with cockades in their hats precede them. The white horses had been covered with a coat of white paste and wrapped up overnight. Then in the morning the dry paste had been rubbed off, producing the beautiful white glossy effect. Even the horses' teeth have been brushed.

These people realize clearly that they are writing the history of a new nation. It makes them very cautious of their procedure and destroys much of the fun of their parties. Mrs. Washington, accustomed to the delightful hospitality of a Virginia gentlewoman, said that she felt much like a state prisoner when entertaining for the President. I suppose she must have especially felt this when she was served a dessert of sour cream. The other guests watched the First Lady of the land swallow it to the last mouthful, a martyr to her country. George Washington was worried lest Congress insist he be called by some strange title such as "His Highness, the President of the United States of America and Protector of Their Liberties." He was very much relieved when they called him Mr. President.

There he is now, stepping out of his coach dressed in black velvet with silver knee and shoe buckles. His powdered hair is caught in a silk bag. He wears yellow gloves, and his cocked hat is decorated with a feathered



*From Ewing Galloway*  
President James Madison, from a painting in the National Gallery,  
Washington, D. C.

edge and a cockade. His long sword is encased in a white polished leather scabbard. His own countrymen criticize his stiffness. As Washington himself said, "They should have blamed this to the infirmities of old age rather than snobbishness."

Let us now visit one of the first sessions of Congress. This body, under the leadership of James Madison, had requested the Secretary of the Treasury, Alexander Hamilton, to send in a written report. We listen to a rambling debate on Hamilton's splendid report. How different it would be if this brilliant orator and financial genius could be present to discuss his report in person!

Hamilton's report was as clear as his thinking. A nation's credit, like an individual's, is as good as its ability to pay its debts. The United States had let both state and national debts lapse for years. Hamilton proposed to add all the monies owed to France and Spain to the state debts and fund it. The interest and later the principal of these National Government bonds would be paid in from the proceeds of customs, duties, and excise taxes on products such as whiskey. This fifty-four-million-dollar debt seemed a staggering one to a nation that had not been able to pay for its everyday upkeep. The annual interest on this amount would be four million dollars. It is plain from the debate we are listening to that the members of Congress do not understand the simplest principles of public finance. Many members agree to pay the foreign debt but argue that the states should pay their own. Representatives from Maryland and other states where battles had not been fought are supporters of this selfish policy. Men from Massachusetts and South Carolina, where the property has been destroyed by battles and raids, face bankruptcy if the National Government refuses to assume its obligations incurred in the national uprising. In spite of their just demand for financial aid, we hear them turn down Hamilton's measure.

Undiscouraged, Hamilton proceeds to trade in votes. In return for state votes for his plan he offers to give votes placing the United States capital in any state that wishes it. Pennsylvania is divided over two possible sites for the capital, namely, the Delaware and Susquehanna Rivers.

Thomas Jefferson, however, realizes the real necessity of adopting Hamilton's plan. He is able to bring in enough Southern votes in Congress to exchange for Hamilton's backing for the Potomac capital site. This marks the turning point. We hear Hamilton's plan for a National Bank and a sound coinage system, based on the dollar, passed with very little debate.

As we look back and see the splendid manner in which Washington and his Cabinet steered the United States out of wars with Indians, England, France, or Spain, we admire them. The United States was in an exceedingly weak position. The new nation had no navy and only an untrained militia to depend upon. Criticism and unpopularity was the only reward given to George Washington for all his splendid leadership and farsightedness. Congress, in an attempt to dishonor Alexander Hamilton in Washington's eyes, subjected him to a series of tedious, unnecessary reports. Instead of proving his dishonesty, these hastily drawn-up reports brought out his irreproachable honor and excellent bookkeeping. Unfortunately, Hamilton had to resign before the end of Washington's second term in order to make enough to provide for his family. Nevertheless, he continued to aid his successor, Oliver Wolcott, in every way possible.

It is small wonder that George Washington wore a smile of relief at the Inauguration Ball of his successor, John Adams.

You will be interested in John Adams. A Federalist like Washington, he accepted all of Washington's Cabinet. He took the advice of Washington's political opponent,

Thomas Jefferson. Adams became very unpopular because of the Sedition Acts, which attempted to stop criticism of the party in power by limiting freedom of speech. A Jersey man was fined one hundred dollars for expressing the wish that the cannon fired in salute to the President should have been directed at the back bulge of his trousers. Matthew Lyon was given a penalty of a one-thousand-dollar fine and four months in jail for stating that President Adams liked "ridiculous pomp, foolish adulation, and selfish avarice." It is small wonder that Adams received the next lowest number of votes when he sought re-election. Alexander Hamilton's influence resulted in his political enemy, Thomas Jefferson, winning the Presidency in the House of Representatives rather than his personal friend, Aaron Burr. He feared Burr's control of our nation, and he trusted in Jefferson's honesty. This act proved that Hamilton was first a patriot and would sacrifice anyone for his country's advantage.

## UNIT V—THOMAS JEFFERSON TURNS A NATION'S EYES TO THE WEST BY THE ACQUISITION OF LOUISIANA

### TEACHER'S PRESENTATION

You may prefer modern stories of mystery and adventure. You probably read eagerly about G men bringing in public enemies. The lover of history goes back into the past, because the true stories of adventure and daring rival the most thrilling tales of today. The past is rich in its power to fascinate readers, young and old. The pages of history are filled with stories of unselfish bravery and heroic patriotism which hold a student spellbound to the end.

Today I bring you a study in contrasts, a peace-loving

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President in the midst of war. Scenes of romance and adventure are enacted during the Presidency of Jefferson, who was without emotion. The President's plan was similar to the former League of Nations. Jefferson failed to gain any support for his scheme because he was over a hundred years ahead of his time. He was forced to spend large sums of money although he strove in every way to economize and cut down taxes. Jefferson sincerely believed in democracy and equality and ruled Congress with a gentle hand.

In the campaign of 1800 Thomas Jefferson had prophesied great changes if the people of the United States would elect the new Democratic-Republican party instead of the Federalists. This tall, loosely built farmer with sandy hair and freckled face quietly read his inauguration speech before a small audience in the tiny old Senate Chamber. Only the first two rows of listeners could hear him. His plan proved quite different from the revolutionary suggestions he had made before election.

Soon after this quiet beginning President Jefferson was visited by Captain William Bainbridge of the frigate *George Washington*. He had just returned from the unpleasant mission of paying the United States' tribute to the Dey of Algiers. America was only one of the many countries which paid tribute to these African pirates rather than have them harry their trading vessels. Captain Bainbridge was still very angry because the Dey of Algiers had ordered the American commander to escort his ambassador and some Turkish passengers to Constantinople. Bainbridge had only consented when he realized his ship would be blown to pieces if he continued to refuse. This pirate added insult to injury when he demanded that the captain take down the Stars and Stripes and fly the Dey of Algiers' flag. Again the captain stormily refused, and again the threat of gunfire forced him to consent. As soon as the boat was well out of range of

the pirates' gunfire, the intrepid American commander hauled down the pirates' flag and flew his own. Other events occurred on this voyage which were rather amusing. When the Mohammedans said their prayers, one of them had to watch the compass in order to be sure they were facing toward Mecca. In Constantinople the Grand Seigneur had been very much interested in the American flag, for he, too, had a star on his flag. The Turkish authorities wanted to know where the United States was located. The American captain informed them that it was the country which Columbus had discovered. They expressed the hope that they could have friendly intercourse with America. These kind words had not softened the wrath of the American captain, however. He advised President Jefferson to order out immediately the seven frigates, soon to lie idle in the Potomac River, to punish these bold pirates.

A short time later the brother of the Dey of Algiers, who was the Pasha of Tripoli, demanded a larger tribute from the United States than the amount paid his brother. He had murdered one brother and driven another into exile. He now declared war on the United States by cutting down the flagstaff of the American Consulate. Commodore Richard Dale was already in the Mediterranean with four frigates for the purpose of protecting American trade. This commodore carried on a successful blockade of the port of Tripoli with his small fleet. He was later relieved by Morris, whose blockade was so careless that this small squadron was turned over to Commodore Preble.

Under his command was none other than the fighting Captain Bainbridge, who had been forced to obey the pirates against his will. One day his frigate, the *Philadelphia*, gave chase to a Tripolitan vessel in hopes of capturing the corsair before it made the harbor. Failing this, the captain retreated hurriedly to the open sea. Un-



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fortunately, he struck on an uncharted reef. For four hours of heavy bombardment these Yankee seamen used every known device to free their ship. Finally, he was forced to pull down his colors for the second time and surrender. The pirates stole everything on the vessel. Then they brought the three hundred half-naked Americans before the Pasha. The common seamen were ordered to do the work of the galley slaves on pirate vessels. The officers were shown more courtesy because the Danish Consul interceded for them. Captain Bainbridge was even allowed to write to the American Commodore Preble, pleading for a speedy rescue. He added many plans in invisible ink which the Pasha did not see. The salvaged American frigate *Philadelphia*, riding at anchor in full view of the three hundred American captives, made them more bitter than ever. The Pasha had indeed won a prize, and he laughed at the captured Americans.

Commodore Preble decided to avenge the capture of the *Philadelphia*. One pale moonlight night, Lieutenant Stephen Decatur and a volunteer crew took the captured Tripolitan ketch, the *Intrepid*, into the harbor of Tripoli. The little ketch drifted past the range of the guns to within one hundred yards of the *Philadelphia*. When a pirate hailed him, Decatur explained that a lost anchor made it necessary to remain the night. Ropes were thrown out. Then another pirate yelled, "Americanos." It was too late. Decatur and his crew had scrambled aboard and soon overpowered the pirates. He carried out his orders to burn the *Philadelphia*. The combustibles stowed away in his ketch were placed on the *Philadelphia* and set afire. A few moments later the *Philadelphia* was ablaze. Decatur and his crew climbed safely aboard the ketch and sailed out of the harbor. Soon they heard the guns of the old *Philadelphia*, exploded by the blaze, firing on the pirates' stronghold. Their retreat became increasingly dangerous as the pirate gunners proceeded to train

their guns on the *Intrepid*. Unconcerned for their own safety, they loudly cheered for their old burning vessel, the *Philadelphia*. They finally arrived unharmed. The *Philadelphia* was avenged. The three hundred Americans were still prisoners, however, and the Pasha had raised his demands for ransom.

You will find it fascinating to read how this thrilling tale of deeds ended. The five brave attempts of Commodore Preble's squadron to shell the pirate stronghold excels in interest any modern thriller. The story of Captain Richard Somers and Lieutenant Henry Wadsworth with their suicide squad will fire your imaginations. The tale of William Eaton's attempt to get the Pasha's frightened and unwilling brother to lay claim to the Pasha's throne is an interesting account of intrigue and adventure.

Let us go on with our story of contrasts. Thomas Jefferson, a man of peace, was forced to participate in a world war. He attempted to punish both France and England by refusing to trade with either. A plan similar to the League of Nations sanctions of 1935 proved a complete failure, and only destroyed American ocean trade. The greatest achievement of Jefferson's administration was the purchase of the Louisiana Territory from Napoleon. He had negotiated for the acquisition of West Florida and the mouth of the Mississippi River. He was offered instead a vast area whose boundaries were unknown. Napoleon no longer needed this fertile system of river valleys after Toussaint L'Ouverture and the yellow fever had driven the French out of the West Indies. He was delighted to sell it for a song to the United States. In spite of Jefferson's belief that the National Government should do very few things, he gladly closed "the greatest land deal in American history," doubling the territory of the United States.

Jefferson was glad to retire to his quiet Virginia plantation, Monticello, at the end of his second administra-

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tion. Here he tried to carry out certain scientific ideas, particularly in farming. He never returned to Washington from this lovely Southern home built by his own hands.

### UNIT VI—ANDREW JACKSON, TRUE REPRESENTATIVE OF THE COMMON PEOPLE, REIGNS AT WASHINGTON

The students enter the classroom where life in America during Jackson's time is reflected from every blackboard and side wall. The teacher had written the following illustrative vignettes of the times. Mounted pictures from *Godey's Lady's Book* appeared here and there between these extracts. The usual discussion followed, participated in by both pupil and teacher.

#### NEW YORK IN JACKSON'S TIME

New York was a busy wealthy city where the most fashionable men and women promenaded on Broadway, shaded by two rows of poplars. It was said that at any time one might see enough velvet at four dollars a yard to cover the street from end to end. Women in bright-colored silks and ermine-lined cloaks were escorted by men in Byron collars, tasseled cloaks, and chin whiskers. One author assures us that they were "stepping over pigs."

#### FANNY ELSSLER

She was a dancer who was the rage of Europe. Both the American audiences and the star were delighted when she became "the rage of America." When she asked people in Paris where America was located, no one could tell her. She remained in America two years and took back to France eighty-five thousand dollars as her share of the profits.

#### GOOD MANNERS IN JACKSON'S TIME

1. A girl's mind must not be developed.
2. No loud talking at table.
3. Do not stare at strangers.
4. Do not use your knife to convey food to your mouth.

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5. Do not take water into your mouth, rinse it, gargle it around, and spit it back into the glass.
6. Do not use a tablespoon to eat oysters from the main dish, loudly.
7. Do not drink soup directly from the soup plate.
8. Only when necessary allow teeth picking at the table.
9. Do not balance your chair, cross your legs, or admire yourself in the glass.
10. Cease to talk when your mouth is too full and look in the opposite direction.
11. Do not blame the physician if his patient dies.
12. Ladies should not use slang phrases such as "snooze," "gents," and "seedy."

### SOME REMEDIES FOR POOR HEALTH

*Dizziness*—Take Dr. Splen's Elixir of Health, Sebring's Cordial, or Hutching's Stomach Bitters.

*Rheumatism, sprains, chilblains*—Take Whitwell's Opodeldoc.

*Coughs and pains in the chest*—Take Dr. Taylor's Balsam of Liverwort.

*Chapped hands*—Use Roussel's Amandine.

*Worms*—Take Sherman's Worm Lozenges.

### ONE BEST SELLER OF 1843 ANALYZED

*Memorabilia or Phials of Amber Full of the Tears of Love*, by Mr. Chivers.

#### Formula:

Shelley .....	30%
Poe .. .. .	20%
Mild Idiocy .....	20%
Gibbering Idiocy .....	20%
Raving Mania .. .. .	10%
Sweetness and Originality .....	10%

Total ..... 100%

A better concoction than this can be served up by any other writers.

### ANOTHER

*Nick of the Woods*, by Mr. Bird. It ran twenty-five editions and was even translated into Polish. Quote: "Up then and follow on the track."

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## ANOTHER

Wieland, by Charles Brown. Quote: "The baroness was her whom he loved."

SUITABLE CHRISTMAS, NEW YEAR, AND BIRTHDAY PRESENTS are the following gift books:

*The Casket of Love, The Flower Vase, or The Hare-Bell.*

## ASTOR PLACE OPERA HOUSE

Opera was played here to a small audience. The audience was present promptly at seven o'clock. No one could come in without white kid gloves, faces washed and shaved, hair cut and pomatumed. The cheap seats were behind the chandelier or directly under it where little or nothing could be seen.

Finally, as the audience became smaller and the expenses greater, the opera season suddenly ended, still owing its subscribers twenty performances.

## THE POPULARITY CONTEST

This contest, between Mr. Macready, the English actor, and Mr. Forrest, the American actor, started in the newspapers and ended in the theater. Mr. Macready played before an audience whose groans and hisses kept anyone from hearing his lines. He was pelted with bad eggs, apples, potatoes, lemons, pieces of wood, and copper pennies. The famous prize fighter, Bill Wilson, threw two chairs on the stage. Mr. Macready bowed and smiled. The third chair almost knocked down the leading lady. The English actor then stopped the play. The final performance was even worse. When the militia tried to stop the disturbance by shooting at the crowd, twenty persons were killed and many more wounded. Mr. Macready was forced to flee for his life.

## THE BARNUM EXHIBIT AT MECHANICS' HALL ON BROADWAY

This exhibit lasted for nine years and eleven months and included such things as:

1. Santa Ana's wooden leg.
2. Delicate Quakeress, 21 years old, nearly 8 feet high, and weighing 337 pounds.
3. Enormous boa constrictor 30 feet long.
4. Fiji mermaid—part monkey and part fish.
5. General Tom Thumb, English child of 11 years—actually an American child of 5.
6. Jenny Lind, the Swedish nightingale, ballyhooed by Barnum as "an angel of light." America loved her.

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### MR. CHARLES DICKENS' VISIT

Everyone read his books in order to be able to talk intelligently about them. The ball in his honor was attended by three thousand persons. The Americans laughed loudly at their short guest of honor. The room was lit by thousands of lights.

When he went back to England and published his horrid *American Notes*, Americans hated him. They regretted all the money they had spent on bunting, medallions, and golden Maypoles.

### THE TOAST GIVEN TO THE VISITING PRINCE DE JOINVILLE OF FRANCE

"The frigate *La Belle Poule*, the pet chicken of the French Navy. She has proved the coffin of a military hero and may hereafter be the cradle of a naval one. We give her a hearty Godspeed. May she always be successful, but if ever she is opposed to an American ship may she be unsuccessful, right or wrong. And I give you the United States, may she be always right, but always successful, right or wrong."

### FROM THE SOCIETY NEWS

"Probably at no recent soirée have so many fine fortunes and pretty women been present. At a fair valuation, about \$4,500,000 of property in stocks and real estate at present prices were represented by the fair ones present."

### AND AGAIN IN DESCRIBING A BALL

"Much of this brilliancy was owing to the borrowing and credit system. The lights were borrowed, the plants were borrowed, the birds were borrowed, and some of the dresses and most of the jewels were borrowed. There were present in jewels and dresses about \$500,000 of which \$300,000 probably were obtained by credit and borrowing. Thus the great credit system goes on. The States borrow, the banks borrow, the merchants borrow and we see no earthly reason why the ladies should not borrow if they think proper."

The teacher's presentation further interested the expectant audience.

### THE TEACHER'S PRESENTATION

As President Jefferson's express messenger, Billy Phillips, raced through Nashville, Tennessee, on his famous 1200-mile, 12-day horseback ride to New Orleans, he

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shouted, "Here's the stuff! Wake up! War! War with England! War!"

Scarcely had the dust settled in that little frontier community, when Andrew Jackson offered his services to his government.

In the forty-five years of his life Andrew Jackson had done little to distinguish himself. Born in the Carolinas in 1767, Jackson had had more opportunity for a backwoods education than Lincoln. Although his father had died before his birth, his mother had taught him to read before he was six. Jackson had been difficult to teach because of his bad temper and lack of interest in books. A bully, but not a coward, he had few close friends. One youngster said, "I threw Jackson three times but he would not stay thrown."

The Revolution brought new bitterness to young Andrew. The Waxhaw settlement in which he lived was captured twice by the British. He was confined in the Camden jail with his brother and a cousin. By the time his mother could secure their release, both her boys were sick with smallpox. The older boy died, and Andrew returned home almost a skeleton. He always carried the scars on his head and hand from a saber blow received when he refused to polish a British lieutenant's jackboots. Jackson's other brother was killed on the battlefield. As though sorrow had not come often enough to this family, Mrs. Jackson caught yellow fever while nursing some wounded prisoners on the British vessels in Charleston and died.

Jackson, now an orphan of fourteen, determined he would not be dependent on anyone. He tried to learn a trade. This, however, proved too dull, and he joined a crowd of spendthrifts who helped him gamble away the little money he had inherited from his grandfather.

Seriously, he now took up the study of law. Later he went with a friend, John McNairy, to the new colony in

Nashville, Tennessee. This frontier community had need of a lawyer with more courage than legal knowledge. There he married the daughter of the great frontiersman, Donelson.

After helping name the new state, Tennessee, which in Indian means crooked river, he was made a judge. He held this position successfully, for it required more bravery and daring than judicial ability to bring the culprits to justice.

President Jefferson refused to appoint him as governor of New Orleans because of his uncontrollable temper. Jackson's only public position when the War of 1812 began was that of major general in the militia. The government's acceptance of his services some weeks later opened a new future to Jackson. He was ordered to Florida with two thousand troops.

Jackson proceeded with his recruits to Natchez. There he received word from his enemy, Governor Wilkinson, that the government had changed its mind and he must return to Nashville. Disappointed and angry, Jackson suspected that Wilkinson wanted to enlist his followers without their leader. Jackson outwitted Wilkinson and returned to Nashville with all his troops intact. He advanced money from his own pocket to pay for the expedition when the governor refused to do so.

For some time Great Britain had incited the ferocious Creeks to new atrocities. They attacked the flimsy Fort Mims and killed most of its white inhabitants. Andrew Jackson again gathered together twenty-seven hundred militia for the purpose of punishing the Creeks. Just out of a sickbed, with his arm in a sling and his shoulder painfully sore from a recent fight with the Bentons, Jackson insisted on leading the recruits. Regardless of long delay, scanty supplies, and mutinous militiamen, Jackson won a decisive victory over these Indians. So many Indians were killed that one Indian warrior refused



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first aid. "No good! No good! Cure um now, kill um again."

Instantaneous recognition of Jackson's prowess followed. Jackson was acclaimed by everyone as a great military hero. He was appointed major general in the regular army in command of New Orleans.

The Americans had fared badly in the War of 1812. With the exception of a few naval victories, one defeat had been followed by another. The capital of the United States had even been captured and burned.

The center of the war now changed to the South. Jackson, expecting an attack upon Mobile, proceeded to capture Pensacola and thus protect Mobile. By winter the British had changed their plan. Two thousand redcoats were now ready to attack the weak side of New Orleans.

Andrew Jackson now accomplished the impossible. Five thousand inexperienced Americans, working tirelessly together, defeated at every point seven thousand British regulars, seamen, and marines. During the engagement three British major generals were killed. Their broken forces retired. After ten days the British entirely withdrew their forces from the harbor. Again Jackson had achieved a great victory under terrible odds and had won America's gratitude. General and Mrs. Jackson were feted everywhere they traveled.

The news of the victory at New Orleans reached the President at Washington at the same time as the news of the end of the war two weeks previously. Thus, the victory of New Orleans had actually taken place after the War of 1812 was over. Henry Clay said of it: "When we conclude the peace in Europe, we can hold up our heads." It created great interest abroad where the long Napoleonic struggle was coming to a close. Napoleon and the Duke of Wellington, both preparing for the battle of Waterloo, took time out to study Jackson's strategy at the Battle of New Orleans.

Andrew Jackson was next sent to subdue the troublesome Indians on the Florida border. While he was there he captured not only the hostile Indian encampments but conquered some Spanish garrisons. This embarrassed the authorities at Washington because the United States Government was trying to buy Florida. When the sale was formally concluded, Jackson was made governor of Florida. As his career as governor proved too stormy, he resigned and retired to his estate in Nashville, "The Hermitage."

Jackson was too famous and popular a man to live in retirement in Tennessee. He was one of the four men in the 1824 race for the Presidency. John Quincy Adams, whose cold manner made New England hesitate to offer him, vied with William H. Crawford from Virginia, while Clay and Jackson divided the honors in the West. They appealed to two distinct elements there. Clay represented the businessmen of the West, while Jackson, a real West-erner, was popular with the common people.

Candidates were not supposed to take active part in their own campaign as they do today. Able lieutenants did the vote getting. The candidates themselves retired quietly to their homes. What an opportunity the orator Henry Clay would have had in a modern radio campaign! Crawford was stricken with paralysis six months before the election. Although he was blind and speechless, his campaigners continued the fight for him, withholding as much of the news as they could from the public.

When the electoral votes were finally counted, no one candidate had a majority. The House of Representatives would therefore have to choose one from the three highest. These were Jackson, ninety-nine votes; Adams, eighty-four; Crawford, forty-one. Clay decided to swing his thirty-seven votes to Adams. The Jackson people called this a "corrupt bargain." Later when the President, John Quincy Adams, appointed Henry Clay as Sec-

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retary of State, the Jackson supporters claimed that this appointment was Clay's pay. The new President was arbitrary, cold, and unpopular. He did some splendid things. He refused to discharge any officials. John Quincy Adams carried through many internal improvements throughout the nation.

As the next election for President approached, the campaign became extremely bitter. Jackson and his supporters made much of Adams' aristocratic attitude and his "corrupt bargain." Clay responded with some of the worst mudslinging in our history. He accused Jackson and Mrs. Jackson of not being properly married, although everyone knew that a deserted wife could marry again in the West after a certain length of time because there was no means of getting a divorce.

Jackson won the election of 1828 overwhelmingly. Adams only retained the support of New England. A new day had dawned in American politics; a real man of the people sat in the White House for the first time. Sorrow still dogged Jackson's footsteps, for just before the inauguration Mrs. Jackson died suddenly of heart trouble. Jackson always called Clay "the wife killer," because her death occurred shortly after she overheard some women describe her as a drawback to her husband's success.

Some time later Harvard University presented this brilliant man with an honorary doctor of laws. The professor spoke to Jackson in Latin while conferring the honor. Because Jackson could not understand it, the professor translated the fact that he was given the honor because of his patriotism. Jackson's reply came promptly. He said that it was too bad that such an active word as patriotism had to be spoken in a dead language.

I have but tried to sketch in the outline of the thrilling human qualities of this backwoodsman. You will be interested to fill in the details from your text and other materials.

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(The following material up to the action is written on the blackboard)

### UNIT VII—WESTERN EXPANSION GRADUALLY BRINGS ON A WAR BETWEEN THE SLAVE- HOLDING SOUTH AND THE INDUS- TRIAL NORTH

#### A DRAMATIC ACTION WITH A PROLOGUE

##### CHARACTERS

MRS. HARRIET BEECHER STOWE—author of *Uncle Tom's Cabin*  
LEVIN COFFIN—President of the Underground Railroad  
ABRAHAM LINCOLN—President of the United States  
JEFFERSON DAVIS—President of the Confederacy  
ROBERT E. LEE—genius of the War, General of the Confederacy  
U. S. GRANT—leader of the Union forces  
ADMIRAL FARRAGUT—leader of the Union navy  
STONEWALL JACKSON—great Southern military genius  
GENERAL A. S. JOHNSTON—another great Southern general  
BELLE BOYD—the beautiful and daring female spy of the South  
ANDREW JOHNSON—a great President who fought alone at Wash-  
ington for a fair and decent treatment of the conquered South  
Other participants in this drama whom the class will add.

*Time*—The War between the States

*Place*—The United States of America

*Scene*—most of the action takes place amidst green, lacy trees, sweet with white flowers, cooled by winding streams. There are no busy cities in the rural "Deep South." Great plantations surrounding beautiful mansions, or small rustic farmhouses, dot a landscape still partially a wilderness. Here survive the chivalry and manners of a vanished age. Rosewood, dark mahogany furniture, and inlaid tortoise-shell pianos fill the high-ceilinged, spacious rooms of the great mansions. Beautiful, charming women, gorgeously gowned, and gallant-spirited gentlemen live in this fairyland where crystal prisms, old silver, and fine china catch the light of many candles. The sound of guns stilled the music of their laughter and blotted out their aristocratic society forever.

##### PROLOGUE

Under the leadership of Mr. Hooker of Mississippi, Mr. Elmore of Alabama, and Mr. Robert Rhett of South Carolina, South

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Carolina repealed the Constitution of the United States. They foresaw that the other Southern states would support the secession of South Carolina through a sense of loyalty. Unfortunately, Andrew Pickens Butler, who had blocked secession in 1850, was dead.

Later a convention of six Southern states at Montgomery, Alabama, rejected the name of radical Mr. Rhett and chose Jefferson Davis as President and Alexander H. Stephens, Vice-President, of the new Confederacy. It is interesting to note that their new Constitution was similar to that of the United States, establishing a permanent sovereign nation, for it did not mention a state's right to secede. A totally unprepared South, acting against the advice of many of its leaders, fired upon Fort Sumter. Major Anderson's surrender and Lincoln's call for volunteers began a war which many statesmen on both sides regretted.

### THE ACTION

*The teacher of the class speaks:*

As we sit before a crackling fire and look into its golden, ever-moving pattern, we imagine we see scenes of the past. Since we have read such books as *Swords and Roses* by Joseph Hergesheimer, our minds return to the War between the States.

The first scene that we see in the flames must have been over one hundred years ago. Levin Coffin, a boy of seven, stands with his father near his home in North Carolina. A group of slaves is passing, driven by a white man, whip in hand, mounted on horseback. Mr. Coffin speaks kindly to some of the slaves near the end of the line. "Well, boys, why do they chain you?"

We hear one of the more intelligent slaves reply, "They have taken us from our wives and children, and they chain us lest we should make our escape and go back."

This experience remained in the memory of the man who later made the escape of slaves into Mexico and Canada his life work as president of the Underground Railroad.

The hot flames bring out a new scene. A woman appears. It is Mrs. Harriet Beecher Stowe, author of *Uncle*

*Tom's Cabin.* A mistress of an Underground Railroad station in Cincinnati, she has written a book on the plantation life in the far South. This book depicts the sad experiences of slaves and defends the activities of those who aid in their escape. However, she tries to inform an ignorant North of the kindness of some Southern slaveholders. The only villain in the book is the overseer, Simon Legree, who is of New England extraction. This book enjoyed such popularity that it was translated into twenty-three languages. The older people read it and forgot it. It left an indelible impression on the young people's minds. They were the men and women who formed the Republican party of 1860.

The dancing flames paint the picture of another man, Abraham Lincoln. It shows us his huge, loose-knit, ungainly figure, and rugged, swarthy face with high cheekbones topped by a high forehead and bushy black hair. This is the man whom Destiny called to a dictatorship during a costly war. He towers above his generals and political colleagues in top hat and frock coat.

Careless of the future, he did little to distinguish himself until he was fifty-two. The elder Charles Francis Adams, ambassador to London, found Lincoln in 1864 a changed personality from the man whom he disliked in 1861. Walt Whitman, the poet, said that such a complex personality could not easily be described. Other stories prove that his good nature and sense of humor were blended with deep melancholy. His gentle spirit enabled him to mold public opinion and bind the grafters, self-seekers, double-dealers, and fiery zealots, who surrounded him, together in a common cause—the saving of the Union. This man of the people stamped his personality on the war so completely that it became "Lincoln's War." In 1863, in the year when Lincoln was freest from care, he wrote the "Gettysburg Address," one of the greatest orations ever delivered.

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We hear his thin, high voice proclaiming truths which have influenced many great American orators and poets since:

"Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty....

"Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war....

"It is rather for us to be here dedicated to the great task remaining before us.

"...that these dead shall not have died in vain; that this nation under God shall save a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth."

Next to emerge from our magic flames is the thin, military form of Jefferson Davis, President of the Confederacy. His forty-four years have been filled with varied activities. Born of a "new" wealthy family of the South, he was educated at West Point. After dangerous and splendid service on the frontier, he resigned his commission to become a wealthy planter of Mississippi. His fearless, haughty, proud, sincere spirit became embittered by the ill-advised opposition of men like Rhett. He always felt that he should have been placed in charge of the Confederate army rather than Robert E. Lee, whose genius he did not appreciate. Twice victory was within the grasp of the South because of his autocratic rule and conscription of the Confederate army. He became so unpopular that they planned to place Robert E. Lee in the presidency of the Confederacy. The refusal of Lee killed this plan.

The glowing coals arrange themselves in a lovely new pattern. Out of the flames steps the charming, beautifully gowned Belle Boyd, debutante of Washington so-

ciety. When she was just seventeen Belle Boyd killed a Union soldier who was assailing her mother. Soon after, she devoted herself wholeheartedly to the Confederate cause. The full perfumed skirts of the lovely Southern spy rustle through the pages of the whole war.

Captured and imprisoned again and again for bringing important information to Southern generals, such as Stonewall Jackson, she was as often released because of her youth, charm, and beauty.

One evening as she was riding with two young Confederate officers, her horse became unmanageable and carried her within the Federal lines. Her companions dared not follow her. Belle asked the Federal officer in charge of the piquet for permission to return to her home in Martinsburg immediately.

The officer gallantly replied that although they were proud of their beautiful captive, they would enjoy escorting her back to the Confederate lines if she thought the rebel cowards wouldn't take them prisoners.

As the two officers started back with her, her two Confederate friends suddenly rode out upon them. Belle broke in on an embarrassed silence with, "Here are two prisoners I have brought you." Then turning to the Union officers, she said, "These are some of the cowardly rebels whom you hoped you would not meet."

The Federals asked, "And who, pray, is this lady?"

"Belle Boyd, at your service," she answered.

"Good God, the rebel spy!"

"So be it," she said, "since your journals have honored me with that title."

In 1864 she sailed with some important messages for England on the *Greyhound*, which was captured by the *U.S.S. Connecticut*. After some delay she finally managed to reach England in August of the same year. Before the year was out she won a Federal officer over to the Southern cause and married him. When he died Belle



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Boyd became an actress. She married twice before her death in Kilbourne, Wisconsin, in 1900. She symbolizes the indomitable spirit of the women of the Confederacy.

The firelight slowly dies; the final scene of the war at McLean's private residence near Appomattox Court House comes before our eyes. This event was the result of the loss of seven thousand Southern soldiers at Appomattox Bridge and victorious advance of the Northern troops. We see the two great commanders of the Northern and Southern forces. Grant, a medium-sized man, permanently round shouldered, has brown hair without a single trace of gray in it, for he is only forty-three years old. His private's uniform is worn and shabby; three stars on his epaulets alone denote his rank. Grant's pack train had been unable to keep up with his speedy advance, so he had no other clothes to wear. Lee's well-knit figure towers well over six feet. His handsome face and snow-white hair are set off by a new general's uniform of gray and gilt. He carries at his side the jeweled sword that Virginia had given him, honoring this popular leader of a loving and exhausted army.

General Grant begins the conversation, after a cordial handshake, with, "I met you once before, General Lee, while we were serving in Mexico. I have always remembered your appearance, and I think I should have recognized you anywhere."

When General Lee had agreed to the terms of the surrender, General Grant's eyes rested upon the jeweled sword of the Southern general. Grant goes on, "This surrender will not embrace the side arms of the officers nor their private horses or baggage." He then asks Lee if he has anything to suggest.

Lee explains that the Southern horses belong personally to the Confederate soldiers. Grant immediately interrupts, giving the favor before it is asked. "The Southern men will need their horses to do the plowing." Lee

flushes and replies, "This will have the best possible effect upon the men."

While the documents are being written Grant introduces Lee to his staff officers. Lee then makes the further request that the Northern prisoners be taken north as soon as possible because the scanty supplies of food and medicine are inadequate for the needs of his own men. General Grant assents and continues, "I will take steps at once to have your army supplied with rations. Suppose I send over twenty-five thousand. Do you think that will be sufficient supply?" Lee replied, "I think it will be ample, and a great relief, I assure you."

Lee ends the conference, shaking Grant warmly by the hand. As Lee mounts and rides away, the other Northern officers stand with bared heads, following the example of General Grant.

Grant stopped the salutes which a victorious army wished to fire. "The war is over, the rebels are our countrymen again, and the best sign of rejoicing after the victory will be to abstain from all demonstration in the field."

It is unfortunate that such a noble spirit could not have dictated the policy of the Reconstruction carried on by a revengeful Congress made up of politicians, not soldiers.

Other scenes and faces pass in review. This war is a tragic one. Further study of these scenes will thrill and sadden you. Let us read about other men and women who were active participants in this war-torn country of ours. Let us remember always Lincoln's Inaugural Address, "With malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

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Different members of the class continue the action after a thorough study of the real drama.

### COSTUMES

Appropriate apparel shall be worked out for each character after the reference material in the various libraries has been investigated and studied by the class.

(Written on the blackboard)

### UNIT VIII

*In the District Court of the United States,  
Northern District of California*

THE UNITED STATES OF AMERICA,  
*Plaintiff,*

*vs.*

No. 1      BIG BUSINESS OF AMERICA,  
*Defendant.*

*Teacher speaks to the class:*

I should like to quote to you from the pages of a transcript of the case which appears upon the blackboard. You will please consider yourselves as members of a jury which has already been duly sworn in.

THE BAILIFF: Oyez. Oyez. Oyez. The District Court is now in session.

THE CLERK: The jury consisting of the young people of America has been duly sworn in, being stipulated by counsel on both sides that the jury is present in the jury box.

THE COURT: The prosecution will now proceed with its case. Mr. District Attorney, will you now proceed?

DISTRICT ATTORNEY: *Your Honor and young ladies and gentlemen of the jury, the growth of cities after the War between the States caused increased demands for railroads, electric-light systems,*

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paved streets, and water supplies. Certain professional politicians in high offices of trust took advantage of these thriving communities. They stole large sums from city, state, and national governments. The state intends to prove that they did this knowingly, holding to their dishonest doctrine that government exists for personal gain.

**THE COURT:** Call the first witness.

**DISTRICT ATTORNEY:** Mr. Scofield, will you take the stand?

**CLERK (raises hand):** Do you solemnly swear or affirm you will tell the whole truth and nothing but the truth, so help you God, Amen?

**WITNESS (raises hand):** I do.

**DISTRICT ATTORNEY:** Will you tell the story in your own way?

The first witness for the prosecution states that the Union Pacific Railroad Company had formed themselves secretly into the Credit Mobilier Construction Company. A generous government had granted them thousands of acres of public land in addition to monetary assistance as a reward for undertaking the work of linking a continent together. This Credit Mobilier Company was not satisfied, however. It sent in enormous bills for constructing the railroad line to the Union Pacific Railway, which was owned by the same stockholders. To silence any criticism in Congress, stock was offered to members who would take it. Those congressmen who were unable to pay for the stock did so later out of the enormous profits of 340 per cent. Some honest congressmen refused to touch it. After the witness has been cross-examined by the attorney for the defense, a new witness is called and sworn in.

He proceeds with his testimony in an outraged voice.

**SECOND WITNESS:** I am Benjamin H. Bristow, Secretary of the United States Treasury. Soon after taking office I discovered that only about one third of the whiskey shipped from St. Louis had paid the federal tax during the years 1871 to 1874. I estimated that the United States Government had been cheated out

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of approximately three million dollars. On further investigation, I found that Mr. McDonald, Federal supervisor of the St. Louis revenue district, was in reality head of a whiskey ring. This arch grafter showered President Grant with expensive gifts. That inexperienced President did not suspect anything. We have proof that the President's private secretary was in it up to his neck. McDonald's complete success lay in the fact that he confiscated any distillery whose owners refused to co-operate with him in his colossal knavery. Most of the distillery owners consented rather than be forced out of business.

The next group of witnesses are from the city of New York. As their evidence piles up, an amazing story is outlined.

The city of New York, under the political control of the Tweed Ring, had been plundered of some \$200,000,000. The mayor, A. Oakey Hall, was sometimes nicknamed "Elegant Oakey" and "O.K. Haul," because of his well-known connection with this group.

The famous Ring consisted of William M. Tweed, a rough, good-natured grafter who was a chairmaker by trade; Richard B. Connolly, a coarse gangster, and P. B. Sweeny, a bright, tricky attorney. Nast, a brilliant cartoonist, said that Sweeny's middle initial stood for brains, because he was the head schemer of this unscrupulous gang. This is the way they made their money: Anyone doing any work for the city was asked to add from 10 per cent to 85 per cent to his bill. One man's bill was \$5,000. He was ordered to raise it to \$55,000. The Ring kept out the extra \$50,000 and paid him his original claim. In like manner the city had paid \$179,729.60 for forty chairs and three tables and \$7,500 for thermometers. The "Prince of Plasterers" named Gray received \$2,870,-464.06 for nine months' work, earning \$138,187 of it in the midst of winter. It was not all income, however. State senators were paid as much as \$40,000 apiece for their support of Tweed's policies, and one man received \$600,000 for passing the Ring's city charter. The most

valuable material offered at the trial was that of Thomas Nast, cartoonist of the *Harpers Weekly* and the *New York Times*. Through James O'Brien, the *Times* gained proof for their accusations. George Jones, owner of the *Times*, was offered \$5,000,000 if he would squash the whole affair. Mr. Nast was offered \$100,000 to study art in Europe. They even agreed to Nast's suggestion that the bribe be raised to \$500,000. Mr. Nast also refused this offer, saying, "I've made up my mind; I'm going to put some of those fellows behind the bars."

"Only be careful, Mr. Nast, that you do not first put yourself in a coffin," was their angry reply.

Other witnesses are called and are examined. They prove the existence of many other corrupt organizations. The Gas Ring in Philadelphia, the buying of franchises in St. Louis, the Cox rule in Cincinnati, were exposed by indignant witnesses for the prosecution.

DISTRICT ATTORNEY: That is the plaintiff's case, Your Honor.

COURT: The defense may proceed; call your first witness.

The defense then outlines its case. He pleads that because of the great influx into the newly organized modern cities of ignorant immigrants and ambitious self-seeking farmers, these Rings took hold upon a prosperous people, whose sense of duty towards their government had weakened during the Reconstruction period.

After a summary of both sides of the case, the jury is charged by the judge to bring in a verdict.

Let us all go to the jury room and discuss the case thoroughly with the foreman in charge.

We will be interested in the verdict which you will bring in as representatives of young America. Upon your verdict will rest the judge's sentence and the future of both plaintiff and defendant.

VERDICT OF JURY?

SENTENCE OF JUDGE?

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### UNIT IX—AMERICAN SPORTS, AMUSEMENTS, AND CULTURE BLOSSOM WITH PROSPERITY

#### TEACHER'S PRESENTATION

Leisure and frontier life did not go hand in hand. It was only when the wilderness was cleared and cities were built that the working people enjoyed any free time. The introduction of machinery and the consequent shortening of the average working day increased further the American's hours for recreation. As the machine process develops there will be more and more need for sane and safe amusements which will build up the American nation physically and mentally. The organization of the American's pastimes along ideal lines is the problem of American child and adult education.

One of the strangest of the popular American amusements has been the "Six Day Bicycle Race." This queer test of endurance originated in England in 1875. Then the riders performed on high wheels or "ordinaries" for twelve hours. The new American version of this sport is staged on a pine-bowl track with thirty men contesting for a period of six days and nights. This pastime particularly appeals to immigrants, for cycling is still an important means of travel in Europe.

The participants vary as to age. They do not seem to suffer from the exercise, as all gain in weight during the races. The star performers make as much as twenty thousand dollars a year. These outstanding bicycle riders come from all parts of the world.

This sport does not pay a very large profit to the owner. The cost of renting the stadium and building the special floor, in addition to the performers' large salaries, makes necessary the attendance of tremendous crowds in order to make any money at all. Seats sell for the highest prices at the exciting beginning of the contest at 9 P.M., Sunday,

and the end of the race at 12 P.M., Saturday. The seats during the early morning hours sell for as little as fifty cents.

Excitement rises to quite a pitch when a team tries to steal a lap on the others causing a jam. The rider who is knocked down at the high speed of forty miles an hour may be seriously injured.

Each rider has a partner who rides the track while he eats ten meals a day and is massaged at a public booth. He may also autograph programs for his fans during the rest periods. The winning team rides around the track bearing flowers. They may receive an increase in their salary in the next race.

Young people seek adventure more in the realm of their vivid imaginations. They read long series of books as *Nancy Drew*, *Bomba*, *The Motor Boys*, *The Little Colonel Books*, and the *Rover Boys*. If the number of books, sold in the last twenty-five years to girls and boys of ten to sixteen years old, were stacked one on top of the other, the collection would measure seven hundred miles. Mr. Edward Stratemeyer, the actual inventor of these boys' books, produced twenty million volumes, or two hundred and fifty miles of books. He had never attended college, but his wide reading of travel and adventure supplied the basis of his multiplicity of plots. He worked daily from nine to five outlining the story. A young hack writer who never saw any of the other hired writers would fill in the remainder of the story for the sum of fifty to two hundred and fifty dollars. This might take him a week to a month. When completed, the story would be polished by the late Mr. Stratemeyer and published. Those books signed Arthur M. Winfield or Captain Ralph Bonehill were really entirely written by Stratemeyer. His books were shipped to England, Canada, and Australia. *The Rover Boys* were even translated into German and Czechoslovakian. The publishers of such literature do not advertise their



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books in the ordinary way because most of their public are too busy playing jacks or baseball to pay attention to ads. Parents buy them. Children pass them around to their friends and by this grapevine method start each other on a series. Once started, the average boy or girl enthusiastically finishes the thirty-six or forty volumes in a series.

Modern youth has many other pastimes and interests which compete with reading. They construct model airplanes, ships, radio, wireless, experiment on engines and in chemistry, or become collectors of butterflies, stamps, or other interesting things. It will be fun to study about them.

### UNIT X—AMERICA IS FORCED TO BECOME AN ACTIVE WORLD POWER

#### TEACHER'S PRESENTATION

Myriads of searchlights illumined a night sky as they focused upon a graceful tower. Millions of varicolored jewels caught their gleam and scintillated in all colors of the rainbow. Aladdin and his lamp could not have produced a more dazzling spectacle. Everywhere a visitor might venture on this lovely midsummer evening in the year of 1915 would carry out the same illusion of wandering through fairyland. Sparkling fountains, placid lakes, graceful white swans, splendid statues, and charming landscapes were all the product of a great civilization which had made the World's Fair in San Francisco possible. The Art Palace created by the artist-architect Maybeck had defied the accepted rules of art and combined slender pillars with arches and domes in such a way as to create a new art.

Six thousand miles away from this World's Fair, to whose rare beauty and charm almost all the nations had contributed, raged a hideous war. America read of its

horrible progress in the daily newspapers. It was all very remote, indeed, to those fortunate tourists who spent peaceful happy days enjoying the inspiring beauty of the most enchanting fair of many a year. Those who listened to the song of the moment sung from one end of the Zone to the other, "Wrap Me in a Bundle Dear and Take Me Home with You," could not foresee that shortly American youth would be fighting and dying upon shell-scarred battlefields. Since her beginning as a nation, America has tried to follow George Washington's and Thomas Jefferson's advice to avoid entangling alliances with Europe. The United States had attempted to run its own affairs and let the rest of the world do likewise. Times had changed. The nations of the world had been brought closer together by more rapid means of transportation and communication. American markets had become world wide. American culture had necessarily been influenced by world thought and actions. Political isolation became more difficult to maintain when economic and social barriers had been broken down. After the United States had defeated Spain, she emerged as a world power with colonies and interests widely separated from the main continent. The *Monroe Doctrine*, in which President Monroe had formally announced Secretary of State John Quincy Adams' foreign policy of isolation to the world, had proved impossible to maintain. The possession of an Island Empire had forced America to participate in world affairs.

Americans, knowing these historical incidents, did not realize their full significance. They still depended upon two broad oceans to keep them out of any European whirlpool of death and destruction.

One patriotic, far-seeing American cried out against this attitude. This was former President Theodore Roosevelt. While he was President of the United States, he had always been able to sense things before they happened.

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Once more he was right, but only his personal followers believed him. During his forceful and active career he had attempted to build up the world conference at The Hague by sending it business whenever he could. He had insistently advocated preparedness as the best way to insure a lasting peace for America. His experience as lieutenant-colonel of the Rough Riders in the Spanish-American War had demonstrated to him the tragic losses of life resulting from an unprepared nation becoming involved in a war. Unfortunately, the majority of Americans failed to heed this great statesman's warning voice.

President Wilson, former president and professor at Princeton University, had long been interested in government. His sympathy for labor and his desires to carry out in a practical way his theories for domestic reform seemed to promise that America would remain a peaceful bystander in the great war. President Wilson's choice of practically unknown men for his Cabinet was significant. Conscientious, dogged, and hard-working, he could never trust others to carry out any major portion of his plans, but must do it all himself.

World affairs soon forced President Wilson to give most of his time and energy to their management. As a result he will always be known in the annals of American history as the "War President." The broad oceans which had so long acted as protective barriers now proved to be pathways to war and destruction. The demand of the allies to search and stop neutral vessels renewed an age-long conflict between Great Britain and the United States. Desperate Germany had embarked on a course which endangered American lives and ships. Their submarines, not equipped for extra passengers, now proceeded to sink neutral vessels without warning and without removing to a place of safety those on board.

Feeling in America was divided. Those in the Eastern section were sympathetic towards Belgium and demanded

immediate entrance into the World War upon the side of the allies. Those in the Middle West were opposed to our entrance into a foreign war. An indifferent apathy of the Far West toward the war made up the other division of American public opinion.

Foreign affairs rapidly reached a terrible climax. A U-boat sank the British liner *Lusitania*, carrying eleven hundred to their death, among whom one hundred and twenty-four were American citizens. The Germans failed in their attempt to prove that this merchant vessel was carrying munitions. A few days later President Wilson's speech declaring that "a nation might be too proud to fight" angered a great many Patriotic Americans, among whom was Teddy Roosevelt. President Wilson continued to write notes to Germany demanding decent treatment of neutrals upon the high seas. The German high command continued to sink neutral vessels without warning, all the while sending courteous replies to President Wilson's letters. Finally, on January 16, 1917, the Kaiser telegraphed: "If a break with America is unavoidable, it cannot be helped; we proceed."

By April of the same year the war was on.

America was totally unprepared. Secretary of War Newton D. Baker admitted that there was "difficulty... disorder... confusion... in getting things started;... but it is happy confusion." He expressed a certain pride in the fact that when the United States entered the war it was not "ready and anxious for it" nor "prepared and inviting it."

Teddy Roosevelt offered his services three times to his government. He pleaded for the right to command some three hundred thousand volunteers in France that he knew would join under his leadership. The Secretary of War refused the aid of this experienced leader each time.

The administration first thought that only American supplies would be wanted by the allies. The victorious

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advance of the Germans against the worn-out allied armies resulted in a demand for American soldiers at the front. Supplies, men, and munitions were immediately rushed to France. Soon American doughboys led by Pershing were offering up their lives that democracy might live. Their heroic deeds under shellfire in Flanders Field will ever challenge the world's attention and admiration.

The close of the war and the victory of the allies did not end American participation in world politics. President Wilson had changed from the isolation policy and the *Monroe Doctrine* to one of international co-operation. He proposed to conclude personally the peace in Europe so that his world-famous fourteen points of justice and open diplomacy might be carried out properly. His triumphal welcome in Paris somewhat compensated for his loss of popularity in America. These foreigners loved him because they had read his speeches and believed him the real "Messiah" of the small nations and the common man.

The very delay of the opening of the Peace Conference at Versailles seemed a bad omen for the success of Wilson's ideals. In spite of the fact that he dominated European public opinion and the Peace Conference, he gave up many things in his program to save his most cherished ideal, the League of Nations. With the practical help of Lord Robert Cecil of England and Colonel House of America, the League of Nations was made into a practical covenant which was agreed upon by the World Conference at Versailles. His tragic disappointment lay in the fact that America refused to adopt it in spite of his stupendous effort to gain the support of American public opinion in his tour of the United States. Would the charm of his voice over the radio have made any difference?

Two great presidents died with their dearest hearts' desires unfulfilled. Theodore Roosevelt, who had pleaded for the right to serve his nation in France, had passed

away brokenhearted at home. Woodrow Wilson had seen the ideal for which he had sacrificed everything supported by every nation save his own.

\* \* \* \* \*

The student who completes such a well-rounded study of American history and government gains many things valuable for his growth. The methods used in this modern classroom are in tune with the most forward-looking educational philosophy. Through them he has gained a complete picture of the story of his nation by bringing his own community into his school life and making the "Pageant of Empire" a living subject. Facility in the use of the English tools of reading, writing, and speaking has been unconsciously acquired because of the teacher's integration of her subject. Intellectual and cultural development has been fostered by giving the student an opportunity to create and appreciate beauty. Constant well-planned reviews and fair tests have given the student a feeling of completion and the sense of satisfaction which comes from a job well done. He has learned to co-operate with others and fit in with the different types of personality in his class. The natural bluntness found in most youngsters has been toned down into constructive helpful criticism and a sympathetic attitude toward less fortunate members of the group. This development of a social viewpoint will do much to make the members of such a class become a valuable participant in home and community life.

### SUMMARY

**"THE PLAY'S THE THING!"**

History is made up of a series of plots brimming with reality. These lend themselves readily to dramatization. The students particularly enjoy the task of making plays

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and later acting in them. In order for student productions to be valuable, they must have been the result of extensive reading and careful planning. An exciting historical incident with a few scenes is the goal of young playwrights. Plays written by adults also are very useful in emphasizing historical events of importance. Poetry can also be dramatized whether it is written by well-known poets or by the students themselves. Life will take on new beauty and meaning if the emphasis is placed on the story element rather than on the mechanics of the poem. Rhythm has a widespread appeal. The combination of poetry and drama makes a fine medium for the necessary self-expression of young people and may lead them to a lasting enjoyment and appreciation of fine poems. The class should be tested carefully after the plays and poems are over. A testing program following an activity program brings out clearly the goals achieved thereby, as well as determining what portion of the subject matter needs reteaching.

Adventuring with the Eighth Grade  
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*Problem Solving With the Ninth  
Grade*

## QUESTIONS

### 1

*Why should the progressive teacher understand clearly the psychological reasons for emotional urges and thwarted cravings?*

### 2

*Name the three parts of the autonomic nervous system. Where is it located in the body? From what part of the nervous system do the emotions of fear, anger, and jealousy come? Can these be checked or controlled? Why is it important for a teacher to understand the true situation? How should children with violent emotions be handled?*

### 3

*Explain the statement: everyone possesses thwarted cravings.*

### 4

*What two types of adjustment are best for the individual to make when his desires are not gratified? How would you go about helping a child to make use of either one of them?*

### 5

*What are the five unfortunate adjustments which students often make? Why are they character destroying? How would you go about reconditioning anyone who was suffering from any one of them?*

6

*Read an outside reference in this field of psychology and report your findings to the class.*

7

*How have the students of the Low and High Ninth grades developed in cultural appreciation as a result of their Social Studies work described in this chapter?*

8

*Why is the study of vocations an essential part of ninth-grade work?*

9

*In what ways could the student be made a better member of his family and his community through his Social Science work in the ninth grade?*

10

*Could you suggest a unit which should be included? How would you go about teaching it?*

## 5

### *Problem Solving With the Ninth Grade*

A GORGEOUS mass of lights flashes its luminous message across the black New York sky. Proud residents of this great metropolis boast of the fact that this is the greatest electric advertisement ever constructed. It dwarfs to insignificance the many other twinkling signs which light up the Great White Way. People are attracted by the magnificence and beauty of this spectacle and pause and exclaim over its splendor. They also appreciate the mechanical genius which makes such a brilliant constellation of stars shine throughout the darkest, gloomiest night. It is indeed common knowledge that the largest of these signs, alone, requires the constant care of a complete corps of expert electricians. These millions of lights and thousands of wires must be carefully tended in order to prevent the signs' becoming spotty with dead bulbs. The hidden wires which make New York the thrilling center of the American amusement world are a most complicated system of mechanical contrivances which require expert attention hourly.

Forty-six boys and girls calmly reading reference material in a library or carrying on their activities in a well-ordered classroom seem to be a striking contrast to the flashing, ever-changing, white lights on Broadway.



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Yet the possibilities of emotional and mental reactions which one of these forty-six young people may experience makes the electrician's task seem easy in comparison to the teacher's intricate problem. When this class of forty-six is replaced each period with new groups composed of entirely different emotional and mental set-ups until the total daily number approximates three hundred, it almost seems as if the teacher's task were truly a Herculean one. It is indeed time that the modern world wake up to the fact that smaller classes under the supervision of trained experts are more important to boast about in a community than great masses of scintillating electric lights advertising a well-known product.

Somehow the master teacher must reach each individual in that daily crowd of hundreds, for misunderstanding and crosscurrents may mean a ruined life instead of just a broken electric bulb. True, principals, vice-principals, and counselors stand ready to aid in the solution of this complex problem. Unfortunately, in large public schools, this gigantic task is worked out only in terms of a card catalogue wherein are recorded subjects, grades, and I.Q.'s with very little information on the individual temperament and character of the child. The only one in that great institution of learning who has made any real successful attempt to understand the little human being, per se, is the overburdened classroom teacher. She is, of necessity, an opportunist, who solves the human equation every moment of the day. If she has tact, personality, and a sound knowledge of child psychology the classroom will be a fortunate, happy one, in spite of its size. If she is an old-fashioned martinet, it will only be one more torture chamber through which the sensitive or peculiar child must pass to come out thwarted, discouraged, and perhaps ruined. Fortunately, the major portion of America's pedagogues are devoted men and women, who take a real, sincere interest in every child

occupying those forty-six seats. Incredible as it may seem, the parting at graduation saddens both teachers and pupils, as at the departure of true, sweet friends. Although time weakens this tie, it lives on forever in some of the young people's minds and hearts—sweet as a fragrant memory.

A scientific and tolerant understanding of the emotional urges and thwarted cravings which underlie the reactions of individual boys and girls in a classroom will make the most unattractive room a pleasurable, comfortable place filled with the atmosphere of mutual liking and trust. The spirit of such classrooms can destroy or sidetrack the evil results of repression and development of complexes which are the cause of personality defects and certain forms of mutual disintegration and warping.

Emotions are the biological inheritance which properly guided and controlled will enrich daily living, but, when let run riot, destroy the body, soul, and mind of the individual. Emotions such as fear or anger are inherited or early-acquired responses to a situation which have been made stronger by experiences in the individual's life.<sup>1</sup>

The stimuli which cause these emotions to act come from within the individual or the middle part of our autonomic nervous system located at the spinal cord. This is called the sympathetic division.<sup>2</sup> The cranial division, or upper part of this autonomic system, and the sacral division, or lowest part, tend to check and hold back the action of our emergency emotions which come from the sympathetic division. Once started, however, the emotion operates immediately in a patterned response. When one becomes angry, the face is flushed, perspiration appears, the muscles are tense, and the breathing grows rapid.<sup>3</sup> Chemical changes too numerous to mention also take place

<sup>1</sup> Judd, Charles H., *Educational Psychology*, p. 106.

<sup>2</sup> Gates, Arthur I., *Psychology for Students of Education*, p. 145.

<sup>3</sup> *Ibid.*, pp. 148-49.

in the body. The emotion itself is felt mentally while the physiological changes which take place at the same time are unconscious.<sup>4</sup> Many emotions such as anger, fear, and jealousy cause us great unhappiness and actual bodily harm if permitted to grow in intensity and frequency.<sup>5</sup> Emotions should never be repressed. Repression sets up a mental pattern through which every stimulus must be drained, and it may lead to some form of paranoia or psychosis.

The wise teacher recognizes that these emotions are organized patterns in the nervous system and avoids situations which arouse them, especially in the case of less controlled members of her class. She realizes that children display violent emotions more frequently than adults. When people come to maturity, their behavior is in greater balance, allowing them to react intelligently to most situations.<sup>6</sup> She can also train the young people to some understanding of the nature and control of their natural emotions so they can lessen their intensity.<sup>7</sup> The more controlled and stable children in the class are encouraged to be quite careful in dealing with the more erratic or intense members. They are taught, by word and example, to avoid antagonizing or teasing those individuals who are easily irritated or have quick tempers. As there is correlation in an individual possessing one emotion, the teacher should try to *recondition* these highly emotional children as much as she can. Heart-to-heart talks do much to gain the active support of the emotional child. He should be encouraged to laugh or relax when he feels the emotion of anger coming on. He is very much interested in a scientific game centered about himself and will readily play it. He will test out the theory that an individual cannot be angry while re-

<sup>4</sup> *Ibid.*, p. 146.

<sup>5</sup> *Ibid.*, pp. 163-64.

<sup>6</sup> *Judd, op. cit.*, p. 115.

<sup>7</sup> *Pintrner, Rudolf, Educational Psychology*, pp. 33, 35.

laxed or laughing and is delighted to find it is true. Fears of all sorts can be *reconditioned* by emphasizing some pleasant compliment or building up a pleasant memory about an event, which has generally been the occasion of fear, such as stage fright over a recitation or performance. The glow arising from the compliment or applause will overcome his natural fear and enable him to perform whatever task it is. Although the general happy-go-lucky child is the hardest type of all to *recondition*, he can be made to realize the great contribution which he may offer to a drab, workaday world that is much in need of improvement both spiritually and materially. Such children can learn to be tolerant of and sympathetic towards others more highly emotional and to aid the teacher in establishing a kindly, cheerful atmosphere of co-operation, in which the destructive emotions of anger and jealousy have no reason to exist. The erratic, nervous, intensely emotional child can be encouraged to *sublimate* these harmful emotions. He can be led to begin a rivalry with those in the class who had aroused his envy or anger. If he can succeed in surpassing his rivals in some small way he will forget the destructive emotions which might ruin his whole adult life.

There are pleasurable emotions also.<sup>8</sup> A glow of delight accompanies any task completed or any problem solved. The neural system has been allowed to function normally without interruption. The planned attack has gone through effectively, and the emotion of happiness is present. Such emotions should be fostered in the classroom.

In addition to emotions, everyone possesses certain native cravings which are constantly being thwarted. Besides the desire for food, air, and water, people have other urges which are less fundamental but act as behavior motives.<sup>9</sup> These result partially because of hered-

<sup>8</sup> Judd, *op. cit.*, p. 114.

<sup>9</sup> Gates, *op. cit.*, pp. 189-92

ity and our social environment. Often these cravings may thwart each other.<sup>10</sup> The social person may feel an urge to attend a party but may finally stay home because of fatigue and a desire to sleep. All cravings are inhibited by the taboos of society.<sup>11</sup> The native desire to express oneself freely is overcome by the desire to stand well in the community. The desire for wealth is not strong enough in most people to make them dishonest enough to steal and lose the respect of their fellow men. Thirdly, these cravings may be thwarted by physical conditions. One cannot swim if one has no water to swim in or knowledge of how to do it. When these cravings remain unfulfilled, the individual must adjust himself to the conditions in order to be happy. "A wilful man never wanteth woe," was part of a letter of advice from Sir William Momson to his son in the reign of Elizabeth.<sup>12</sup> Those who wilfully pursue their course, striving to satisfy their cravings in spite of everything, are truly in a woe-ful state. The teacher can aid the young person in all the adjustments which he must make by suggesting some *direct action*.<sup>13</sup>

If a pupil fails to get a lesson, he can be encouraged to work harder than ever and thus meet his failure. There is no stimulus like a good grade or a public compliment from the teacher to make the poor student into an excellent one. The problem child possesses some good quality through which the teacher can work. If the lesson is too complex for the pupil to understand, such as Geometry for slow students, the teacher should encourage the individual to use the adjustment of *substitution*.<sup>14</sup> He should take up the study of Applied Mathematics and have the pleasure of success in that subject rather than

<sup>10</sup> *Ibid.*, p. 217.

<sup>11</sup> *Ibid.*, p. 218.

<sup>12</sup> Abbott, Wilbur Cortez, *Conflicts with Oblivion*, p. 73.

<sup>13</sup> Gates, *op. cit.*, pp. 222-23.

<sup>14</sup> *Ibid.*, p. 235.

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the inferiority complex which arises from continued failure in spite of conscientious endeavor.

The teacher should be able to recognize the *habit of mind* of certain students which comes from such unfortunate adjustments as:

1. *Submission*—The individual gives up every time he comes to any kind of an obstacle. This may result in an *inferiority complex*.<sup>15</sup> It may also cause a child to resort to the adjustment of *compensation*. He is a failure in his academic work, so he leads the class with his daring misbehavior. Build up his self-confidence, through success in some part of his program, and his negative attitude of behavior will decrease.<sup>16</sup>
2. *Introversion or Imagining*—The young person daydreams and imagines he is the person he wishes to be and yet does nothing about becoming that individual. The most common form of introversion is called:
  - (a) *The Conquering Hero Type*—He gains the social approval which he craves by imagining himself to be the hero he would really like to be. Such imagining becomes disastrous when all sense of reality is lost in the daydreams. Then the person may suffer from paranoia or insanity.
  - (b) *The Suffering Hero Type*—The individual, because of some reprimand, takes poison, and as he drinks it, imagines how unhappy his family will be to find him dead. He does not realize that he will not be alive to see this.
  - (c) *Identification*—Wherein the dreamer imagines himself to be a character he has read about. Girls who resemble certain movie actresses often copy the dress and manners of their star and gain the attention they crave by this resemblance.
3. *Rationalization or Wishful Thinking*—The pupil does the things he wishes to do and finds reason for so doing after the act has been completed. Rationalization may take any of the following forms:
  - (a) *Projection*—Where the individual blames someone else for his own mistake, i.e., "You talked to me and made me burn myself."

<sup>15</sup> *Ibid.*, p. 222.

<sup>16</sup> Mandl, Sherman, *Mental Hygiene and Education*, pp. 94-96.

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- (b) *Sour Grapes*—The person argues that he didn't want the desired object anyway, i.e., "I'd hate to be a millionaire with all its cares and worries."
- (c) *Pollyanna (Sweet Lemon)*—The disappointment is made endurable by saying, "It all happened for the best." I.e., "If I had taken the trip, I would have been there during the heat wave."<sup>17</sup>
4. *Defense and Escape Mechanisms*—The individual develops a negativism. He refused to correct his mistakes although he knows he is wrong. He takes a negative attitude to whatever people suggest. He tries to bluff his world into a belief of his opinions and thus build up his own self-respect.<sup>18</sup> An individual may even get physically or mentally ill in order to avoid or escape a situation which he dislikes, such as a test or unpleasant class.<sup>19</sup>
5. *Worry*—When an individual becomes apprehensive about himself or his security, he worries. Intense classroom competition, such as overemphasis upon school marks, medals, and promotions into higher mental sections, create a feeling of worry. The creation of a reasonable desire for success in the classroom is perfectly healthy. It is only when this creation becomes a chimera, which causes children to be inarticulate and fail, that serious damage has been done. Continuous worry brings on nervous breakdowns and subsequent insanity.<sup>20</sup>

Having diagnosed the child's need correctly, the teacher can proceed to the slow, patient task of *reconditioning* and saving him from developing a weak personality. This is extremely important for the adolescent who has just awakened to the world about him and is gradually coming into contact with reality. The teacher can do much towards developing in him habits of adjustment which will insure a happy outlook on a world full of serious personal problems. Strange but true, the life which contains the most thwarted cravings and greatest control is often the happiest and richest, for the habits of youth have

<sup>17</sup> Gates, *op. cit.*, pp. 223-27.

<sup>18</sup> Sorenson, Herbert, *Psychology in Education*, pp. 80-82.

<sup>19</sup> Gates, *op. cit.*, p. 223.

<sup>20</sup> Sorenson, *op. cit.*, pp. 85-86.

been made to tune in with what is the welfare of society. Nowhere can the social viewpoint be better inculcated than in classrooms of young people under the kindly, sincere, and friendly supervision of the trained and understanding teacher.

A Low Nine class in a Junior High school formed a Junior Chamber of Commerce and studied the problems of our American culture.

The teacher's interpretation of the first unit was a description of the following:

### UNIT I—MODERN AMERICA LIVES A COMPLEX LIFE IN THE CITY

A transcontinental trip by air, train, or bus across the United States broadens our understanding of American city life. Every community seems to have a distinct personality.

New Orleans, the key city of the Mississippi River, is rich in history and romance. De Soto, La Salle, and Mark Twain all loved the beauty of the broad Mississippi with its green, mossy, forested banks. In 1800 the Western frontiersmen angrily demanded that the United States acquire it as an outlet for their trade.

The modern city rises out of a mist, its great buildings shining in the sun. The old French Quarter with its narrow streets, antique shops, and galleried houses remains as if some fairy princess had forgotten to raise the magic wand which would transport it to the twentieth century. The old two-story buildings with shops below and beautiful, grilled-iron verandas on the second floor now house many of the poor whites and negroes. Exotic, brilliantly colored plants grow in profusion about the grilled lattices. Lovely old woods, jewelry, and glass gleam in the many antique shops below.



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The world-famous French restaurants are small, simple, and European in appearance and atmosphere. As the hour for dinner approaches these old-fashioned rooms become filled. Soon the mirrored walls of Galatoires reflect the young French beauty of fashionable New Orleans, for the cooking and service in such a restaurant is an art. One handsome, blue-eyed French waiter has served in this restaurant forty years. His thoughtful, gracious service is like that of a host in a private home.

Knoxville, Tennessee, the home of the TVA, a government-planned power project, is a typical Southern town. The modern Andrew Johnson Hotel in the heart of a thriving business district shows Tennessee's loyalty to the great Reconstruction Era President. Its especial beauty lies in its quiet boulevards bordered by lacy trees and the broad Tennessee River. This lovely river meanders through green-covered banks of red soil. Fine homes top broad landscaped gardens. The wide veranda of the Country Club commands the most beautiful scene of all. The bend of the river completes a perfect horse-shoe, making the land in the center a mass of green. The extensive golf courses on either side are a splendid foreground for the blue cloud-flecked sky and Smoky Mountains beyond.

The country places outside the city have captured in their careless cultivation the wild growth which made this a coveted land of both Indian and white man. Many residents have chosen the hilltops which command a beautiful view.

Charleston, South Carolina, the leader of Southern public opinion for generations, has been named *Charleston: The Plumb Line Port* by its progressive Chamber of Commerce. This means that it is the shortest distance from the Atlantic coast to any of the Old World ports. At other times they remind visitors that it is *Charleston: America's Most Historic City*. This is their proof:

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### EVENTS OF THE PAST

- (1) Middleton Place, the seat of Arthur Middleton, signer of the Declaration of Independence.
- (2) Romance and history crowd about the Miles Brewton mansion, built about 1765.
- (3) Lord Cornwallis lived in this house.
- (4) Francis Marion and "Light Horse" Harry Lee attacked this mansion.
- (5) There on the open sea is Fort Sumter.
- (6) It was the center of the rebellion during the Civil War.

The magnolia and cypress gardens are a jeweled collection of azaleas and rhododendrons.

Many wealthy Northerners have come to live in Charleston and have built the exclusive Yeamans Hall Golf Club; yet St. Cecilia's Ball, a wholly Southern event dating from 1762, remains the social affair of the season.

Examine this city closer and you will discover the different kinds of neighborhoods, types of inhabitants, and home life. A large proportion of the population is negroes. The Reverend J. D. Jenkins gathered the homeless negro children into a famous orphanage where they were trained to be good citizens.

Washington, D. C., is the best example of a planned city. Today the nation's capital is a very different place to the mudhole on the Potomac of George Washington's time. The first glimpse of the Capitol's dome from the train promises that other picture postcards will come to life when you explore it more thoroughly. The beautiful Washington Monument lifts its white shaft up into a blue sky. The one-hundred-million-dollar governmental building program was started in 1910. The Commerce Building, the Post Office Building, the Labor Building, the Archives Building, and the Pharmaceutical Building line the great avenues. The loveliest of them all is the new Supreme Court Building, with its classical columns

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of white stone. The Folger Shakespeare Library and the Freer Library are a joy to those who seek culture and beauty. The city spreads out horizontally, and one office may be a long distance from the next-door building.

The population of Washington is made up of many types of people. Businessmen and tradesmen, civil-service employees, old senators and congressmen, the army and navy set, professional workers of all sorts, and poor negroes crowd it so full that food and housing are at a high premium.

The inhabitants belong to many different types of clubs. The small exclusive Alibi Club tops the list. Chevy Chase, Grasslands, Burning Tree, Columbia, Congressional, The Army and Navy are other important ones. The city clubs also flourish.

Washington has been zoned so that the poor negroes are in neighborhoods which the tourists do not generally see. The crowded foyers of famous hotels are easier to find. The Carlton, The Wardman Park, The Shoreham, and The Mayflower are the most expensive and rival those of any modern city in the world.

New York City is one of the largest cities of the world. Approach it from the water. The historic Statue of Liberty, a formidable torch-bearing figure, looms up against a sky line of modern skyscrapers. The Empire State Building with its 103 stories stands out with its thermometer top, while the spire of the Chrysler Building close by resembles a mighty needle. The visitor soon learns the locations of the most famous buildings. The New Yorker does not attempt to name the buildings comprising the rest of the mighty sky line. There are too many to remember.

Travel through the city in a taxicab and you will see broad streets crowded with persons of every nationality. As one tourist remarked, it seemed as if there were an accident at every corner, so congested were the crossings.

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New York is a city of contrasting neighborhoods: Broadway and the theater district, Fifth Avenue with its nationally advertised exclusive shops, Park Avenue and the luxurious apartment houses and hotels, the East Side slums with streets partially blocked with pushcarts, the crowded negro section of Harlem—all are distinct and interesting to the student of city life. Suburbs, summer colonies, amusement and vacation resorts surround New York on all sides, for the modern trend is toward great metropolitan areas comprising many small towns. These smaller communities have the advantage of city life as well as the freedom and spaciousness to be found in more rural areas. These satellite communities cluster about great metropolises such as New York, Chicago, Los Angeles, and San Francisco.

One need not travel to get clear, accurate knowledge about such communities as have been described. Neighborhoods, clubs, family life, and immigration can be studied, and accurate information on these topics connected with city life can be found in your texts.

Other interesting accounts can be gleaned from the magazines and books on the shelves of most libraries. Glance over them at your leisure and indicate what phase of the subject you would like to study in greater detail than is found in the text. Then we will all study our own city. The many books and leaflets combined with practical experience and observation will make us all feel proud to be a citizen of our particular metropolis.

### UNIT II—THE WORLD OF WORK

#### TEACHER'S PRESENTATION

*"To earn a little,  
To spend a little less."*

This has been the watchword of America since the founding of the first colony. Most of us upon seeing the inmates

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of the poorhouse or the old-people's homes have had mixed feelings of sympathy and condescension rise up within us—condescension because somehow we felt it was their own fault for being there. The knowledge that seventeen million were on the dole in October, 1934, and the realization that 21 per cent of our population had been affected by unemployment has changed our whole attitude towards poverty. We no longer blame the individual for his inability to take care of himself and his family. Industrial America must seek other reasons when so many are affected. This unraveling of the intricately woven fabric which makes up the work-life of America is not an easy task.

Economists who make a study of these problems tell us that business goes in cycles. In each period of approximately ten years, business conditions gradually change from prosperity to depression. In 1929 business was prosperous and wages were high. Factories were producing goods at high speed. The greater portion of men had good jobs. Factory owners put their profits into more factories and thus increased the output. People expanded their credit. Instead of buying one apartment house, they bought three with a mortgage on each. Of course this could not continue forever. Goods piled up in warehouses because there was no market for them. Such industries as automobiles had to lay off men until their surplus cars could be sold. These unfortunate men were forced to cut down their purchases of clothing, shelter, and amusement. As a result, men and women producing these commodities and services lost their jobs. Thus the vicious circle of unemployment spread to all classes of society. The government of the United States and the various states set aside billions annually to provide work and relief for millions of unemployed, with the hope that government funds would restore normal conditions in business.

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What other causes have helped bring on this depression besides overproduction and investment of profits in more factories instead of higher wages so that the buying can continue?

Machines have been invented to do almost everything but open oysters, which still must be done by hand. Sewing machines that make eighteen hundred stitches a minute, to woman's seventy-five, have invaded the shoe, hat, and sack business as well as the handbags, parachutes, and dirigible covers industries. Self-guiding machines may enable one man to plow a large farm at the rate of five minutes an acre. This new industrial revolution will make it possible for a few men to guide the raw material to the finished product by pressing a few buttons.

These inventions have led to technological unemployment. This may be explained as the invention of labor-saving machines which do the work of man faster than new jobs can be created. In 1927 we learned that the basic industries, such as manufacturing, railroading, mines, and agriculture, were employing 2,500,000 fewer men. Some 1,485,000 of these were out of work because of technological improvements or inventions. At the same time new industries had sprung up from the widespread development of autos, radios, telephones, moving pictures, and the hotels, restaurants, teaching, medical, and allied professions. New commodities and services absorbed 1,907,000 workers. Those put to work by these industries more than balances the ones thrown out by labor-saving inventions. However, population has increased greatly since the industrial revolution after the War between the States. The new industries could not employ such large numbers of workers.

Since the depression many factories have installed more machinery in order to cut down the largest cost of production, labor. Such companies as General Motors, Good-year, and Remington Rand are able to produce as much

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with their new machinery and small working force as they did before the depression. At the same time labor became more highly organized and demanded greater rewards for its services. This fact led to the further mechanization of industries that could afford it. The others either curtailed their production or shut down entirely. Thus widespread destitution continues to exist, in spite of enormous sums of money which are being spent by public and private agencies. Predictions for the future give us no solution for this type of unemployment.

Another change in modern industry is the entrance of women into all sorts of occupations. This tendency is not new. As far back as the time of Alexander Hamilton, women were urged to enter industry and add to the family income. In 1820 some women of the middle class entered a factory in Lowell, Massachusetts. Although the wages were low and the hours were long, conditions were so favorable that mothers sent their daughters to reload bobbins and to enjoy refined society. There they had the first women's club, called the Improvement Circle, and the first women's paper. In 1836, with the pinch of hard times, wages were cut 12 per cent to 25 per cent. The women of Lowell, dressed in white dresses, green stockings, and parasols, paraded the streets protesting, "Oh, I cannot be a slave. I will not be a slave." The Ladies Never Will Be Slaves strike lost, and the wages and conditions for women in factories sank to unbelievable sweatshop conditions.

During the sixties, jobs were left open by men entering the army, and thousands of women were hired by government and private business to take their places.

Captain Macy saw the advantage of women workers, because of their conscientious attention to detail. He hired Margaret Getchell as store manager, and 50 per cent of his sales' force was women. Most of these workers' small wages went to their parents. Miss Getchell intro-

duced many novelties in management and advertisement. She attracted new customers to the dry goods by such novel ideas as dressed-up kittens trained to sleep in tiny beds in the show windows. Such stores as Wanamaker's and Lord and Taylor soon followed Macy's example.

Women teachers outnumbered the men two to one as early as 1870. They were paid one half the men's salary and did the work just as well or better.

The Fair of Philadelphia in 1876 displayed two inventions which were destined to be used almost entirely by women, the typewriter and the telephone. The women stayed in industry because their employers found them gentler, easier to manage, and cheaper. Millions of women are now working. For the most part, they do work which they used to do in the home; teaching, nursing, and supplying clothes, food, and other commodities and services have shifted from the home to outside agencies employing women.

Just what can be done to prevent unemployment and business depression is a question which many expert economists are trying to answer. Your texts will give you both sides of this discussion. The important thing for you to think about is your own place in our industrial life—your career. What vocation are you going to choose? What occupation will suit best your own desires, abilities, and environment. The world of work will be changed by the time you are ready to take up your responsibility. However, careful study of your favorite vocation and training in it will be of invaluable assistance in planning your future.

\* \* \* \* \*

The class embarked on a general survey and analysis of the present economic situation. They discussed future trends and their influence on their own careers. This naturally led to a detailed investigation of vocations in general and their own future occupations in particular.



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## THE VOCATIONS THEY STUDIED

Aviator .....	3 boys and 1 girl
Beauty Operator .....	2 girls
Commercial Artist .....	1 girl
Contractor .....	1 boy
Criminologist .....	2 boys
Diesel Mechanic .....	1 boy
Designer .....	2 girls
Electrician .....	2 boys
Engineer .....	1 boy
Fireman .....	1 boy
Forester .....	1 boy
General Businessman .....	4 boys and 8 girls
Government Post Office Worker .....	1 girl
Interior Decorator .....	3 girls
Lawyer .....	1 boy
Librarian .....	1 girl
Milliner .....	1 girl
Musician .....	1 boy
Officer in Navy .....	1 boy
Photographer .....	1 boy
Physician .....	3 boys and 1 girl
Professional Baseball Player .....	1 boy
Psychologist .....	1 boy
Scientist .....	2 girls
Seaman .....	1 boy
Secretarial Nurse .....	1 girl
Stewardess on Air Lines .....	2 girls
Teacher .....	2 girls

Their study was based upon interviews with men in different vocations, books, magazines, newspapers, and radio. Of all the sources of information, the class enjoyed most the informal talks of representative men and women now working in the very fields they had elected to enter. These speakers brought in the brisk atmosphere which characterizes the world outside. They could see that each speaker had carefully prepared his resumé to include all the problems which he had had to meet in his own busy life. Their advice was practical because they

could evaluate the present and advise them in terms of the future. The trend of the times were even now apparent.

The electrician and the medical doctor proved the greatest of contrasts. Both of about the same age, they represented the best type of American manhood. The one who had worked his way up and the other who had studied his way through. The electrician was practical, and, although he had only completed a high-school course, he had kept pace with all the new inventions and opportunities in his field. He could advise the young electrical engineer with as quick, fatherly understanding as he could the boy who was to enter his own field of practical electricity. He did outline a college course which his audience somehow knew had been his plan for a career years ago when he, too, thought he could go to college. Without bitterness or discouragement, he had given up his plan for a university career to enter, as an apprentice, the field that he still loved. Disappointed but not embittered, he had worked his way to contracting electrician, when the depression had forced him to take the civil-service examinations for the city. Brilliantly, he told the young aviators, electrical workers, stage designers, and Diesel engineer their course, their responsibility, and their future. Simply, the electric eye, infrared ray, television, burglar alarms, stage lighting, and talking pictures unfolded as examples of the many fields of electrical study. The questions and answers which had taken up most of the period bound the speaker and class into a friendship which neither wanted to break. The speaker's final, "Well! I've enjoyed talking to you kiddies," and the big hand of his young audience, even at being called "kiddies," ended a perfect hour together.

The young medical doctor presented the picture of the professional man at his best. The cut of his clothes and his general attitude proclaimed to a sensitive class that he had realized his ambition and gone to college. His

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advice rather startled a careless group of young people who had recently been taking an education for granted and had forgotten it was a privilege. "Take your mathematics, English, and science requirements in high school so that when you go to college you can have time to elect such studies as literature, poetry, history, and art. Study Latin, Greek, French, and German to understand at first-hand the advances which have been made and are being made in medicine. Above all, a doctor must not just be educated to relieve pain and fix bones but to understand life and people. Medicine is a long college course followed by a tiring internship and a period of getting started, but it is worth every bit of the sacrifice required of you. You may be called in the evening and miss the expected party. Your rest at night may be broken often. The very sound of a telephone bell may make you jump when you hear it. But you will be happy and contented to be the doctor that you have always wanted to be."

This class was rather amazed to hear a manly, handsome young doctor showing such admiration for literature and poetry, two things which they considered English and certainly not manly. As he hurried back to keep an office appointment many of the boys planned to extend the interview and accept his invitation to talk with him in his office.

The following sample of their work indicates that this part of the subject appealed to their interest and imagination most of all.

### MY VOCATION

BY OLIVER BEEVEN

#### A LIFE AT SEA

My greatest ambition is to become a sea captain. Most of my male ancestors were in one way or another connected with a life at sea, and so it is only natural that my desires for a life vocation should lead into the same channels. A life at sea is one of many

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hardships and lonesomeness, but these are compensated for by the life of adventure and travel afforded.

In my opinion, before reaching the rank of captain, one should start at the bottom of the ladder and work up. By so doing, one receives a better knowledge of the different phases of work on a ship. A sea captain can better appreciate the sailor's point of view if he himself has at one time worked as a sailor.

Many sea captains of olden times started in the lowest position on ship deck, that of an ordinary seaman. An ordinary seaman is a new and inexperienced man. All that is required of him is to do as he is told. If he can do this he will get along. In other words, this job is a sort of apprenticeship before becoming an able seaman. An able seaman has a better knowledge of the ship and of the riggings. He is supposed to know how to do the lesser things needed in navigation. The work done by the ordinary seaman consists of labor only, while that of the able seaman calls for some responsibility in that he must serve his turn at the helm.

The next step upward is that of quartermaster. This man is chosen from the able seaman group because of his capacity to become a licensed officer. His work consists in caring for charts and navigation equipment and in steering the ship. He is assigned to one of the watches. When in port, he is on duty at the passenger gangway or in the cargo holds.

Next in rank on board ship is the position of bos'n. This man is in charge of the ordinary and able seamen who are not on night watches. He is a sort of "straw boss," and must needs be highly experienced in his abilities as a seaman. It is around the office of bos'n that so many stories and tales of the sea are related.

Now we come to the position next in importance to that of captain, namely, that of mate. On board, there are often as many as three mates, such as chief mate, second, and third mate. The chief mate is the captain's right-hand man. He is head of the deck department, and is next in command to the captain. He is responsible for everything connected with the ship—her cargo, her crew, her passengers. I have heard a captain say that half the battle at sea is won if one can procure a capable chief mate. However, to help him in his many responsibilities, the chief mate has at his command the two subordinate mates. These men stand watch and have charge of all equipment on the bridge and in the navigation rooms. It is interesting to note at this point that whoever is on watch duty, regardless of rank, is in complete charge of the ship until he is relieved by the succeeding watch officer.

And now we have at last reached the office of captain or, as it is

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often called, the master's job. Before becoming captain, one must have worked at least ten years at sea, served one year as second mate, and at least twelve months as first mate. It is essential to take a course in navigation and successfully pass an examination in it. There are two licenses issued to masters of ships, namely, a limited and an unlimited license. The limited license permits a captain to sail small ships in bay waters and coastwise. The unlimited license permits a captain to sail any ship in any ocean. The captain has full charge of the ship he commands. His word is law, and he answers only to the ship's owners, and a board of commissioners. However, he is dependent upon his mates, seamen, and engineers for the successful operation of the ship and its many departments.

A captain's life is one of adventure and wide experiences, responsibilities, and dangers. He must be a man of courage and strength, one willing to face death with heroism. He is often separated from his family and loved ones for long periods of time. Storms and fog at sea are the sea captain's two worst enemies, but no captain has escaped one or the other. Besides being the ship's master, he often is called upon to play the part of doctor or minister. He has the right to marry people at sea, and if anyone dies aboard ship, it is his duty to see that the body is buried. But to a sea captain, all of these duties are part of the day's work, and I am sure that as he walks his bridge beneath the stars at night, his reward is the knowledge that he is the master of the ship, and that he has a wonderful duty to perform to bring the ship safely home to port.

### AN INTERVIEW WITH A SEA CAPTAIN

My grandfather is a sea captain, so I thought it would be appropriate to interview him.

My grandfather was one of the sea captains who started at the bottom of the ladder and worked up. He left his home in Mandal, Norway, at the age of fourteen, going as an ordinary seaman. At the age of twenty-three he became chief mate. Two years later, at the age of twenty-five, he took out his first master's papers, which entitled him to pilot and command any ship afloat in any port or any ocean.

He has had many ships, abandoning only one which became waterlogged. He has never lost a man at sea, which is quite a record. In his time, the channels and currents were not so well charted, and it was often necessary for him to sail in unfamiliar waters.

He has had many adventures, and he has told me some tales of life at sea that are quite thrilling. One of the most interesting incidents was picking up the disabled steamer, *Maria*. He towed it for six days and nights through a heavy storm to safety from Crescent City to San Francisco.

One of his unofficial records is that of a run in an overloaded steam schooner from Astoria to Skagway and back again. He left Astoria at the same time as a big passenger liner and eight days later met it coming back. He reached Astoria the next day, making a record for that trip.

Later, my grandfather joined the fire department of San Francisco, operating Fireboat No. 1 at Pier 24. He is now retired after fifty-six years at sea.

### UNIT III—THE CARELESS VOTER AND THE PUBLIC ENEMY WALK SIDE BY SIDE IN THE GREAT CITY

#### TEACHER'S PRESENTATION

As you dial your radio to a likely station and tune in on a blast of a political speech, you suddenly realize that election time is near. There are other signs of the approaching season. High billboards blazon forth the pledges of candidates who seek public favor. Letters setting forth their platforms pour in from all candidates who have money enough to send them.

As the election draws near the local newspapers show their preferences and enthusiastically recommend a ticket for all good citizens to support. Friends urge attendance at picnics, teas, card parties, barbecues, evening rallies, and parades, where one or all of the candidates present their reasons for election. Autos equipped with loud-speakers, talkie strips at the movies, and sky writing add further to the excitement of the campaign. May the best man win, we conclude! What chance has the best man to be elected? The busy citizen may only have time to glance at the costly signs and read the recommendations

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of the local newspaper. He may be taking the children to the movies instead of listening carefully to speeches of real progressive office seekers. The very newspaper that has guided him in his decision demands a cleanup of city graft at the same time that it urges the citizen to vote for the men who make graft possible. This seems to be a strange contradiction. When you consider, however, the thousands of dollars that the newspaper has been paid for such an editorial policy, it does not seem so odd. Unfortunately, billboards and other visual advertising of candidates costs even more. Only wealthy individuals or machine politicians can afford it.

May the best man win. Good voters should take their responsibilities more seriously. After thoughtful reading of newspapers and critical analysis of speeches, the intelligent citizen can determine whether a new man should replace the present officeholder. He should then cast his vote fearlessly, regardless of what clubs or chances the candidate may have in his favor.

Careless voters build up a city of dishonesty where the illegal businessman makes more money than the honest butcher and baker. Thoughtless voters deprive young people of needed playgrounds, community centers, and progressive schools by electing machine politicians who have no interest in such matters.

Lewis E. Lawes, former warden of Sing Sing Prison, New York, tells us in his book, *Twenty Thousand Years in Sing Sing*, that in such cities the criminal is born. The truant from school becomes the petty thief, gangster, kidnapper, and murderer. Although experts prove that there is no crime wave they maintain that the crime pool is constantly growing larger. Of the thousands who are regularly engaged in crime in America, only a small proportion are behind prison bars. This crime bill costs the United States many billions a year. One expert claims that one person in the United States is murdered every

forty-five minutes. These are the front-page crimes which we hear so much about. Newspapers often make colorless gangsters into heroes who then strive to live up to their accidental reputations. Most crimes are as stupid as the people who commit them. They mean the exchange of ownership of a small amount of property. Some men in our prisons are serving life terms for four thefts which do not involve more than one hundred dollars' worth of goods.

Crime is really a matter for local police control in the United States. The Federal Government, however, is trying to help catch these notorious criminals with G men under J. Edgar Hoover. The Division of Investigation of the Department of Justice in Washington, D. C., has the largest fingerprint collection in the world. In thirty-six hours a reply is mailed to the local police identifying fingerprints. Three thousand eight hundred and eighteen criminals were caught in this way in one year. It takes three to ten minutes to find whether a print is on file or not, for they use the Sir Henry System of Scotland Yard to classify them. Loop prints are harder. It takes an hour to investigate them.

The problem which started with the careless voter now becomes more complex. The law tries to mete out a fair trial and a fair judgment to all, regardless of class. But it is a well-known fact that a criminal with a fine lawyer may be given a shorter term than one who pleads guilty in the first degree upon the poor advice of an inexperienced or careless attorney.

The psychologist and psychiatrists do not agree. The psychologist found less than one quarter of the Sing Sing Prison population defective mentally, while the psychiatrist found only one quarter of the same group normal. With such a wide difference in the beginning, how can they solve the problem? They both base their findings upon asking the prisoners questions. The convicts resent



this and do not answer truthfully. One convict said, "They asked me why I went wrong. They should be *telling* me!"

If it costs \$2,000 to place each criminal behind the bars at Sing Sing, it has cost New York, alone, \$5,000,000 to bring in the present population at Sing Sing with a daily maintenance cost of \$2,500. These men can only be rebuilt and reformed with proper education, recreation, and hope of discharge. Unfortunately, a great portion of the public demands long sentences with poor food and idleness and no chance of parole. The prisoner broods over the injustice of it all and becomes hardened and embittered. At the expiration of sentences a revengeful prison population is turned loose to prey upon the public. On the other hand, a system which would really reform convicts would set free a group of men honestly eager to go straight. With the co-operation of the public they could be given a place in the community to return to permanently.

The idea that prison is a punishment for a committed crime is giving way to the belief that it is a place where a man's soul may have a rebirth. The conditions which will cause this change must be carefully planned. A parole should be granted only when that rebirth has taken place. Of all such paroles given at Sing Sing, 75 to 85 per cent were successful. Unfortunately, we hear more about the 25 per cent who didn't go straight. The advocates of sterner punishments and swifter trials, with more leeway given to the prosecuting attorney, have failed again and again to solve the problem. In the early nineteenth century such a reaction failed to cut down the crimes. In attacking the problem at its source lies the only real solution. Interest the truant in schools where small classes and the personal guidance of an understanding and trained faculty may enable him to find a real place in the world. Fill his leisure time with worth-while recreation. Then he will grow up to be a



In old times the prisoner was mistreated and not given a chance, so he often stuck to crime.

## *Problem Solving with the Ninth Grade*

normal man as is his birthright. It is sometimes impossible to make him over after he has served a prison term. Be a careful voter and thoughtful, constructive citizen so that the crime bill which takes its toll in broken lives and ruined souls cannot be laid to you.

\* \* \* \* \*

A sense of responsibility for the crime wave, which seemed to be spreading to the youth of our nation making them dead-end kids, was felt strongly by one Low Nine class. Three attractive girls decided that they would like to do something about it. They sought advice from the teacher, who was delighted that their study of neighborhoods, clubs, and crime had taken such a practical form. They must first sell their idea of a Social Settlement Club to the principal. The expensive school building would be an ideal clubhouse for leisure-time activities, where the young people of the neighborhood could meet.

The task of convincing the head of the school was not an easy one. The students tried to present their case as practically as possible because school property of necessity has to be well guarded. The principal suggested that they circulate a questionnaire among their fellow students to see if there was a real need for such an organization. He also added the fact that the building was opened on Friday afternoons and evenings, anyway, so the project could be managed without extra cost. The committee planned that the girls' activities be confined to the afternoon, because of the danger of young girls going out alone in the evening in a large city.

When the students had completed the mimeographed questionnaires, they personally presented them to the numerous registry classes. This the girls enjoyed thoroughly. They had planned for the clubs to include the many things which they knew boys and girls their own age were really interested in. Ballroom dancing, drama,

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shop, millinery, dressmaking, and cooking were some of the leisure-time activities that the Low Nines included in their list. The registry classes suggested other clubs which the committee laboriously added to the original list. The questionnaire fell on the school somewhat as a thunderbolt, because, without any waste of time, the pupils who signed up went out to the shops and gym to tell those teachers the good news—that they were coming to their Friday-night clubs. When these teachers' amazement translated itself into action, the principal was deluged with excited calls to know what it was all about. It is little wonder that principals grow gray when practical ideas such as these get started.

The three girls tallied all the questionnaires and found that 228 students were definitely interested in these leisure-time activities. They presented these findings to the principal, who informed them that the next task which lay before them was the most difficult. They must get a sponsor who would gain the co-operation of the leading citizens of the district. The organization of classes under volunteer workers would be the next step in the development of a social settlement. Most of the local clubs had already planned such an extensive program that they could not join in this movement.

After a conference, the three little maids from school decided they would tackle the Parent-Teachers' Association. The dark and attractive Italian girl suggested that the quiet blonde should make the speech to the mothers because she was gifted along those lines. As a preparation for this speech, the little girls visited the Girls' Club on Capp Street, a social settlement which had successfully handled the youth problem in an underprivileged neighborhood for over forty years.

Upon their return they seemed very quiet and impressed with what they had seen. A few days later, Jeanne asked her teacher to listen to her speech. As she

started in her soft voice, the instructor was amazed at her ability to tell a story so sympathetically. She transported her listener to that little club which was started in the back of a store by Ray Wolfsohn, who had wanted to do something for the extremely poor children in the neighborhood. Jeanne traced the growth of the Girls' Club which developed into the cultural center of that district, similar to Hull House in Chicago. If the frail Ray Wolfsohn, who had literally given her life for the betterment of her neighborhood, could start such a club, why could not the more prosperous Marina district do likewise?

The charm of this child's speech lay in its unique style of phrasing and inflection. The teacher felt that any suggestions other than for louder tone and better diction would spoil the speech.

Three days later the fateful hour arrived. The teacher was much more upset than either of the little girls who had to present their ideas to the P.-T.A. The principal introduced them, but, as the girls said afterward, left them to their fate. A heated debate followed. Many mothers were won over by the plea and wanted to try to copy the example set by Ray Wolfsohn. Others argued that the enterprise had no chance of success. So the matter stood at the end of the P.-T.A. meeting. The little girls have continued their search for other sponsors, for they sincerely feel their obligation to their community.

#### UNIT IV—PUBLIC OPINION AND THE AGENTS THAT CREATE IT

##### TEACHER'S PRESENTATION

Whether an American lives in a great city or a tiny hamlet, he is able to discuss any one of a wide field of subjects intelligently. It matters little whether he dwells on a lonely farm or in the heart of a busy metropolis; he

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ing machine, and such inventors as Henry A. Wise Wood, who has 450 patents to his credit, innumerable extras upon world events could not be in the hands of the public almost upon the instant of their occurrence.

At the close of the War between the States the Associated Press came out as a full-fledged news gatherer for American newspapers. The United Press was not founded until 1907. When it entered the field, the world was divided by news agencies which represented each foreign country. Each agency reported only the news in its district. This news, which they gave out, was colored with the propaganda that the different governments wished to have included. The Associated Press worked with these foreign newspapers, and in order to use this news, a newspaper had to buy an expensive membership in the chain.

Under the leadership of E. W. Scripps and Roy Howard, the United Press had struggled to form an organization that tried to sell accurate news to any paper who wished to buy it. During these early years many human interest stories were scooped away from the United Press because they did not own their own wires or sufficient equipment to send out the news once they discovered it.

When a Serbian student shot an archduke and started the World War, it meant a great opportunity for the new United Press chain. Roy Howard grasped the chance. He had his young reporters everywhere. Bill Shepherd, alone, covered the western front, the eastern front, and the Balkan front. They wrote back such personal feelings as the "First Night of a Coal Miner in the Trenches." Roy Howard interviewed Lloyd George and published the statement that Lloyd George thought that the war would go to a knockout. Newspapers bought their news because their public wanted to know how people felt and looked as well as what they did. Americans like to have their news events painted in warm, romantic word colors. Argentina became one of its best customers.

Strangely enough, it did not want the human-interest stories that the United States liked but just straight news. By 1918 the United Press had nine hundred clients in North America alone.

The event which had made this new press chain threatened now to ruin it. Upon the receipt of a telephone message from the French foreign office, Admiral Wilson gave a slip of paper to Roy Howard which read: "Armistice signed at 11 A.M." Roy Howard cabled this message to his news bureau. Two hours later he found it to be a false report and cabled an immediate denial to his bureau. The cable was sent by mistake to the Secretary of the Navy Daniels, who was away from Washington. The United Press never received it. The telephone call was traced and found to be a false report from an unknown sender. Although Admiral Wilson took the full responsibility for the false report the service was severely criticized, because peace-loving Americans had celebrated while men were still dying. This would have broken a smaller organization, but by 1933 the incident had been forgotten. This news gatherer owns no telephones or equipment, but it makes an income of \$8,500,000 a year.

Other newspaper chains carry on in about the same way, such as the Hearst chain and the Associated Press. The reporters abroad cable home the news in a special language. For instance, the Prince of Wales is called Earhartwards. These messages come in mostly at noon and again at 5 and 6 P.M. Each community likes different kinds of news, and the news gatherers know this.

The reporter sits at a keyboard which is connected by direct wire to a Washington news bureau. As the President signs the tax bill, the reporter taps out the message: "Flash—the President signs the tax bill." A man at the other end of the wire stands and calls: "Flash—President signs the tax bill." Another reporter near him punches out the same message, and it is electrically transmitted

to Philadelphia, New York, and Atlanta. In a few seconds it will be in Seattle, San Diego, and the world beyond.

News is not like the excitement in Hollywood. It is the ringing of bells on a teletype machine and a series of men standing in different offices in many parts of the world, standing and calling in a medium voice: "Flash...." There is too much work to be done in a news office when the news breaks to allow those connected with the newspaper any show of excitement until after the paper is out on the streets.

Another interesting agent of public opinion is the radio. It is a peculiar business, for it sells time, a material which you cannot see, to an equally invisible audience. It brings in many millions of dollars a year to hundreds of broadcasters. These broadcasters reach millions of radio receiving sets which in turn serve additional millions of listeners. The government gives the broadcaster certain wave bands at no cost but under certain terms and conditions. N.B.C. and Columbia cannot sell more than five hours a day to commercial companies. The other two thirds of the time from 8 A.M. until midnight must be filled in with their own programs at their own expense. The largest stations in the United States agree to give up their best evening hours for less than a hundred dollars an hour to carry these nation-wide commercial broadcasts. The public prefers to hear these national hookups. No large station could afford to be independent because it would soon lose its clientele, and the government would cut down on its wattage. Some of the famous stars receive as much as two to three thousand dollars for fifteen minutes on the air. If you wish to purchase an hour from a chain you may have all of their stations, or you may choose what coverage you wish.

Magazines and books also play their part in forming public opinion, as do the chatterbox and the grapevine telegraph.



## Problem Solving with the Ninth Grade

You will be interested in studying further about these things which are so changing and yet which have so definite a bearing upon public opinion.

\* \* \* \* \*

The ordinary classroom does not seem to conceal the potentialities of even the crudest art gallery. Yet sunshine, lacy curtains, and simply mounted reproductions of some of the world's great masterpieces can create the illusion of a modern art gallery. It is with just such simple changes that the fourth period Social Science classroom became a place for the display of the world's best art. A colored reproduction of Whistler's "Mother" was hung on the front of the blackboard. These explanations of the value of this masterpiece were written on the right side of it:

WHAT THE CRITICS SAID OF THIS PICTURE WHEN IT WAS FIRST  
EXHIBITED IN THE ROYAL ACADEMY IN 1872

"This canvas is large and much of it is vacant.

"A dim, cold light fills the room where the flat, grey wall is only broken by a solitary picture in black and white, a piece of foldless, creaseless, Oriental flowered crepe hangs from the cornice, and here, in this solemn chamber, sits the lady in mournful garb. The picture has found few admirers among the thousands who seek to while away the hours at Burlington House, and for this result the painter has only to thank himself."—*Times*.

"Arrangement in Grey and Black—Portrait of the Painter's Mother is another of Mr. Whistler's experiments.

"It is not a picture, and we fail to discover any object that the artist can have in view in restricting himself almost entirely to black and grey."—*Examiner*.

"The 'Arrangement' is stiff and ugly enough to repel many."—*Hour*.

WHAT HAPPENED TO THIS MASTERPIECE

1. For many years it remained with the artist.
2. It was then sold to the French Government for one hundred and twenty pounds, or six hundred dollars.

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3. The portrait today is invaluable. The French Government refused to sell it to America for one million dollars. It is insured for five hundred thousand dollars. The French Government sends it to America to be exhibited in such large cities as San Francisco if a promise is given in advance to place it under continual guard in a fireproof building. When it was last exhibited in San Francisco thousands of people thronged about it continuously to enjoy it in hushed or whispered admiration. It was not taken to Los Angeles for fear that the earthquake then in progress would destroy it.

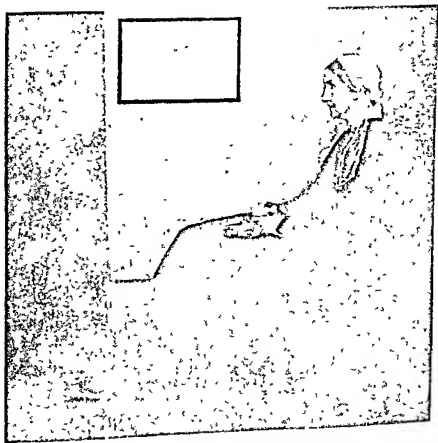
A reproduction of Whistler's "The Falling Rocket" was exhibited on the blackboard in the back of the room with the libelous statement of John Ruskin written to the right.

Whistler sued John Ruskin for libel and one thousand pounds (five thousand dollars) damages because of this statement:

"For Mr. Whistler's own sake, no less than for the protection of the purchaser, Sir Coutts Lindsay ought not to have admitted works into the gallery in which ill-educated conceit of the artist so nearly approached the aspect of wilful imposture. I have seen, and heard, much of cockney impudence before now; but never expected to hear a coxcomb ask two hundred guineas for flinging a pot of paint in the public's face."—John Ruskin, July 2, 1877.

Posted around the room on upraised mechanical drawing desks were mounted colored reproductions of such famous artists as this teacher could gather together. Velasquez, Reynolds, Romney, Rembrandt, Raphael, Titian, Gainsborough, Tintoretto, Rubens, and Da Vinci showed out richly from their positions of honor.

As the long, lanky Low Nine students ambled into the classroom their attention was caught by its transformed appearance. Their curiosity aroused, they began to investigate the pictures. Different groups clustered about each masterpiece, discussing the subject and artist displayed. Upon the sound of the bell the teacher motioned the now thoroughly interested class of fifty young people



*From Ewing Galloway*  
Famous painting "An Arrangement in Grey and Black," by J. A. Mac-  
Neill Whistler. It hangs in the Luxembourg Gallery, Paris.

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to continue their examination of the art exhibit. Before long they had engaged her in quiet discussion. Her stories were so interesting that at times she found she was addressing the whole class, who listened eagerly. As the class gradually returned to their seats the teacher found a ready group of listeners who awaited her introduction on the new unit.

### UNIT V—THE RISE OF FINE ARTS IN AMERICA

#### WHAT THE TEACHER TOLD THEM

It would have been exceedingly interesting if we could have been spectators at the lawsuit brought by Whistler, the artist, against Ruskin, the art critic. Although physically impossible, we can mentally peep through the door and visualize that trial by reading the first few pages of *The Gentle Art of Making Enemies* by James McNeill Whistler. Ruskin, the celebrated art critic, and Slade, professor at Oxford University in England, had called Whistler "ill-educated, an imposter, a cockney pretender, and a coxcomb." Because of this Whistler had brought suit to collect one thousand pounds as damages.

As we enter the courtroom we find Mr. Whistler on the stand. He has just admitted that he has suffered the experience of all artists in having the academy refuse to exhibit many of his pictures. He has also conceded that two hundred guineas is a "stiffish" price for a painting.

Thereupon we hear the following conversation:

RUSKIN'S ATTORNEY ASKS MR. WHISTLER: How long did it take you to knock off that nocturne?

WHISTLER: I beg your pardon.

ATTORNEY: I meant, how long did it take to paint the picture?

WHISTLER: It took a day.

ATTORNEY: Only a day!

WHISTLER: Well, I might have put a few touches on it the next day if the paint was not dry. Call it two days' work.

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ATTORNEY: Two days' work and you ask two hundred guineas.  
WHISTLER: No. I ask it for the knowledge of a life time.

Then the attorney points out that Whistler's paintings are not liked by art critics or the public generally. All of this Whistler admits but he concludes that he is not affected by it.

The attorney continues his cross-examination of Whistler.

ATTORNEY: You put your pictures on the garden wall or on the clothesline to mellow?

WHISTLER: I don't understand.

ATTORNEY: You put your paintings in the garden.

WHISTLER: Yes. I put my canvasses out into the garden that they may dry in the open air while I am painting. I should be sorry to see them mellowed.

And so the case progresses.

Later in the trial the picture "Old Battersea Bridge" is produced and shown to the court.

THE JUDGE: Which is the bridge?

(The audience laughs as it has done many times during the course of the trial.)

WHISTLER: I did not intend it to be a correct portrait of the bridge. It is only a moonlight scene. It depends on who looks at it. It may to some be all that is intended, while to others it may represent nothing.

JUDGE: Is the prevailing color blue?

WHISTLER: Perhaps.

JUDGE: Are the figures on the top of the bridge intended for people?

WHISTLER: They are just what you like.

JUDGE: Is that a barge beneath?

WHISTLER: I am very much encouraged at your perceiving that. The whole scheme is to bring about a certain harmony of color.

Other pictures painted by Mr. Whistler are produced and shown to the court in the same manner.

ATTORNEY: Do you think anyone looking at that picture could fairly come to the idea that the picture had no peculiar beauty?

WHISTLER: Mr. Ruskin did.

ATTORNEY: Do you think it fair for Mr. Ruskin to think that?

WHISTLER: What might be fair to Mr. Ruskin I cannot answer.

ATTORNEY (desperately): Do you think you could make me see beauty in the picture?

WHISTLER pauses a long time while he looks slowly from the picture to the attorney and back. Finally: No! It would be as hopeless as a musician to pour in notes on the ear of a deaf man. (There was much laughter at this statement.)

The attorney general continued in the defense of his client, Ruskin. Ruskin's criticism was fair even if it were severe. Look at "Battersea Bridge." Was it a telescope or a fire escape? Or was it a bridge? What were the figures? Horses? Carts? How in the name of Fortune were they to get off?

Critics should be allowed to say what they feel freely, for otherwise there could be no art critics and therefore no artists. Ruskin had only called Whistler a coxcomb. A coxcomb was a jester who wore a cap with bells and a cock's comb in it and made jokes. That described Whistler. Ruskin had found color in the picture but no finish or detail to it.

Then several noted English critics were called upon the witness stand, and they all testified that Whistler's work only came one step nearer pictures than delicately finished wallpaper.

The case ended. The verdict was given to Whistler. Damages—one farthing.

Whistler gave this farthing to the fund that was being collected to pay for Ruskin's expense of the trial. Although this case won the artist fame it cut his sales for twenty years. After that he could only sell his paintings to a few rich patrons who admired them.

Back again to the twentieth century we cannot understand such blindness in the presence of genius. James McNeill Whistler was born in Lowell, Massachusetts. He was sent to West Point, where he spent too much time drawing on the margins of the maps instead of studying within them. When he was twenty years old he left America to study art in Europe. Although France recognized the worth of his paintings sooner than England,

he preferred to live in England and defy his critics. Tall, beautifully dressed, he would be seen escorting his mother graciously to church, where he would leave her at the door and return to his guests, whom he always entertained for Sunday breakfast at twelve noon. He assumed the role of the butterfly which his initials formed in his signature.

Whistler carried on a constant debate with the art critics in the English newspapers. He said that Ruskin, even though long associated with art, could never criticize it, for, he concluded, if being around art made you an artist, then every policeman in the National Gallery would be an artist and every librarian a poet. It was just as mad to place Ruskin master of an art school as to put Tennyson at the head of a college of physicians. "Art had hewn its own history in marble and written its comments on canvas for centuries without the critics."

The critics said that Whistler misnamed one of his paintings "Symphony in White," for it had all the dainty varieties of tint in the yellowish dress, reddish-brown hair, bit of blue ribbon, red fan, flowers, and green leaves. To this Whistler replied in his customary fashion, "What do wise persons expect—white hair and chalked faces? Is the Symphony in F no other note than F, F, F, played in continued repetition? Fool."

Painting and sculpture seem to have gone out of style. The talkies, radio, and jazz have crowded out the legitimate theater and classical music. Present-day writers have called this change "The Revolt in the Arts" and speak of it as modern. Whistler maintained that this lack of appreciation of real art in color and sound has always existed. Even in the days when all things on the table were masterpieces, the very people using them thought only of the food they were eating. The surpassing beauty of Cellini's saltcellar was not appreciated by the many guests who sat around the prince's board.

## *Problem Solving with the Ninth Grade*

The average person likes nature as it is. "Glorying in a perfect day, when the sun blazes, the wind blows from the east, and the sky is without a cloud, the painter shuts his eyes." He waits until the "evening mist clothes the riverside with poetry as in a veil, and the poor buildings lose themselves. The tall chimneys become campaniles and the warehouses are palaces in the night."

The artist listens to the harmony of nature and sees the "whole city hang in the heavens, a fairyland before him."

Art has always just happened. No shack is safe from it, nor can it ever be called into being by "vast intelligence" or princely wealth. The greatest gentleman or statesman may be without an eye for painting or an ear for music. "He may always prefer the scratch to Rembrandt's needle or the songs of the Music Hall to Beethoven's C Minor Symphony."

*None of us can know whether we possess the eye and ear which appreciates perfect work until we have listened to and looked on some of the world's great masterpieces. Do we have to have a story carry us along, or can we enjoy the harmony of color and sound which is pure art? Art does not have to be popular and draw great crowds in order to endure. It will continue as it has through the ages, enjoyed by the few who understand it.*

To appreciate anything we must pause long enough to study it carefully. Any new subject appears at first a mass which lacks meaning to us. Then it unfolds its message gradually whether it be a beautiful painting, sculpture, a piece of literature, or opera. Those with gifted ears and eyes will thrill with the beauty that only genius can express. Those without these gifts will content themselves with jazz, murder stories, and inferior talkies because they can never appreciate this poetry of sound and color. Will you give yourselves the chance while you are young to test out whether you have gifted



## *The Great Adventure of Pedagogy*

ears and eyes? The decisions of your youth will determine the joys of your life. Refusal to study the arts now may mean that the doors which might have opened up a fairy-land of modern life will be closed to you.

\* \* \* \* \*

### SOME REACTIONS OF LOW NINE STUDENTS TO THE TOPIC OF IMMIGRATION

#### TRACING OUR LINEAGE

In the L9-307 Social Science class two members are making charts, one showing how many children in the class were born in America or in a foreign country and the other one showing how many parents of the members were born here or in a foreign country. Upon checking, it was found that among the children forty were born in America, two in Canada, one in Italy, and one in Germany. The number of parents born in America is fifty-seven, eight in Italy, four in Ireland, five in Germany, three in Russia, three in France, and one in Scotland.

It is surprising to know how many parents were born in foreign countries, when such a large per cent of the class was born in America.

HELENE RIPPE

#### IMMIGRANTS: CHARTS AND STORIES

Typed by Rita Brenner

Maps by Jean Reed

Charts by Beatrice Lally and Genevieve Blair

Compiled by Rita Brenner and Jean Reed

#### GERMANY

My grandparents and father came over to America from Germany in the year 1887. They came because the living conditions and climate in their own country weren't very good. They also heard of the gold to be found here.

They left Germany in high hopes of seeing the New World and sailed peaceably for a couple of weeks. One day the captain was thrown off his course and they passed by the sun line. There was no wind, of course; this being the fact, the boat couldn't continue on its voyage. As the sun was so hot, it spoiled the food and water, so that they had to boil salt water from the ocean. Even then the water was so sickening that many people on the ship became ill.

## *Problem Solving with the Ninth Grade*

Quite a few of them died and had to be thrown overboard because they couldn't have extra weight aboard. The wind came up suddenly, and from then on the trip was wonderful.

My grandparents went to the Hawaiian Islands along with many of the emigrants from Germany. They stayed there for about five years and then came to San Francisco and liked it very much, and still do.

DOROTHY KELLER

### SWEDEN

I came from Sweden. Our boat landed in Philadelphia where we stayed a day. They took us to a hotel and market place, where we could buy things and stay. There we found people who could speak our language. They questioned us. There was one boy who had twenty dollars. The government officials watched him. Then they cabled to London and found he had procured his money legally there. The officials gave him his twenty dollars they had taken from him, minus the cost of the cables. Those going West entrained and left.

Another thing that happened on the trip was when a hotel which was situated by the railroad track was on fire. Instead of the train stopping it went right on. Everyone on the train thought he would be burned alive.

When I got to San Francisco my relatives met me. I was lucky no one tried to take advantage of my ignorance. America was a disappointment to me. I expected clean cities with tall buildings spaced far apart.

ALICE IVES

### ITALY

It was 2 A.M. on January 22, 1928. Everyone was busy, seeing that everything was ready, bidding farewell, crying here and there, and giving farewell embraces to us before the machine arrived to take us to the train.

The automobile arrived; our packages were put in the train, and we were on our way to America.

Our first stop was at Naples. It took us twelve hours to get there. We stayed in Naples for three days, sight-seeing and buying some souvenirs. We also went to the San Carlos, where we saw the opera *Mefistofon*. At the end of our three days we took a boat which brought us to New York, taking us nine days to get to New York from Naples.

## *The Great Adventure of Pedagogy*

Upon arrival in New York we took a taxi where we went to visit some friends for four days.

After our brief stay of four days in New York we took a train bound for Spokane. On the way the train stopped for about an hour in Chicago. The people were at liberty to get off the train for a while.

On arrival in Spokane we went again to visit some friends. After we had stayed in Spokane for eight days we took a train for San Francisco. We arrived in San Francisco on Washington's birthday, February 22, 1928, taking us one month to get here. Again we stayed with some friends.

San Francisco was different than I had pictured it. I thought I would see houses with big balconies. That is the way many of the houses were in Italy. The people's clothing was also different than in Italy.

MICHELINA TROMBINO

\* \* \* \* \*

The High Ninth grade of any Junior High school is a curious mixture of long legs, changing voices, and a kaleidoscopic interest in social and intellectual affairs which encompass both the extremely silly and the fundamentally serious. The Social Science teacher does well to focus their attention upon such problems as their maturing emotions can best appreciate. They enjoy current events, debates, and drama which is distinctly not play. For the first time a great majority of the class are interested in keeping up with a schedule which will enable them to learn as much as possible concerning the *units* that they are supposed to cover. They enjoy the dignity of student chairmen but are not particularly interested in his election or patterning their classroom organization after that of a real government. They are rapidly losing the childlike ability to project themselves into an imaginary situation and be transported completely out of the school walls to any spot where they may desire to be. Their more mature intellectual powers insist that it is a Social Science classroom, and their natural lethargy because of their physical development makes them content

to remain there. They have not lost the ability to imagine, but they have outgrown the power to be lost in their imaginations.

As we enter this High Nine class we recognize certain characteristics typical of all such groups. The class itself, however, will not be identical with any other High Nine group, as classes, like people, are quite individual in temperament and personality. This classroom is in charge of a very serious young chairman who holds the group and the speakers to recognized rules. The different students are reporting on current events connected with the *unit* they have been studying. They illustrate their talks with newspaper clippings ranging from news to speeches of famous people and cartoons or pictures. One girl has just retold the interesting old ceremony of a vassal being given his fief. Still others offer many pictures and explanations of medieval customs in the death and crowning of a king in England. The reports are followed by study, recitation, research reports, or plays which may be in the form of marionette performance. Debates are simple. They like to argue but not to do any great amount of research. Proofs consist of a few arguments and a great deal of rebuttal made up of catches on both sides. You miss that excess physical vitality which young people display in the earlier years of Junior High school. Their maturity of comprehension compensates somewhat for the loss of imagination and unself-consciousness.

In drawing up lesson plans for this group we must take into consideration their contradictory qualities of enthusiastic interest and lazy indifference and lack of the ability to carry through.

or of higher rank the lord of the castle would bestow his caress on his shoulders. After the guest had been escorted to his chamber, where he could bathe, dress, and refresh himself with food, the host would enquire as to the length of his sojourn, and find out other things which he had been eager to know. If he could be prevailed upon to stay a long time, a hunt would be planned. If the visit was to be a brief one, a falcon chase was arranged.

Falcons were called "noble birds," and to carry one was the sign of nobility. Moreover, the man of rank must be thoroughly versed in the complicated language of falconry. You can imagine the extreme embarrassment which came to one knight who called the talon of the hawk, the hand; the claw, the talon; and the nail of the bird, the claw. Such a knight hardly deserved courteous treatment.

A clever falconer, although only a villein in rank, was in great demand. The profession was passed from father to son and was not easy to learn. The falconer must know how to steal a young hawk out of its nest on a high crag or peak. Then the young hawk must be taught to obey the instant bidding of its master. Part of a hawk's training was to carry it to church so that it would get used to crowds. The young noblesse were taught to carry little sparrow hawks as some of the poor knights had to do. Some hawks returned immediately to their master after striking their prey. Sparrow hawks and others had to be enticed back by swinging a red cloth shaped like a bird to which a piece of meat had been attached. Falcons were always prized gifts. Everything attached to falconry was royal. The glove which covered the hand carrying the falcon was embroidered in gold as was the hood over the bird's eyes. Tiny bells with the owner's name engraved on them were fastened to each of the falcon's legs. They tinkled as the bird flew about and informed the finder of its rightful owner. A villein found

keeping a lost falcon must pay an enormous fine or let the falcon eat six pounds of flesh from his breast.

Let us join a hawking party some clear crisp morning. Women as well as men are mounted ready to follow the chase. The hounds are sent out to frighten the birds and heron from their hiding places in the bushes. As a heron flies into the sky the falcons are unhooded and give chase. The group on horseback merrily call out wagers until the heron is killed and the falcons are noisily recovered. This continues until they are all thoroughly tired.

Next time we will go on a real boar hunt. Hunting is a far more dangerous sport because the stags, boars, and bears are often very fierce. The hunt sometimes includes the families of several barons within the district, for everyone enjoys the excitement of it. This is a lordly privilege. The peasant waits patiently until the lord of the manor can hunt the wild animals which often ruin his crops. Sometimes the gay riders plunge through, ruining everything in their path. The law allowed the poor farmer to fence in his crops as the only protection from wild game.

Most hunts start at dawn. By noon the party has arrived at the forest lair of the wild boar. The baying and yelping of dogs indicates that the boar is near. The bloodhounds are then unleashed. The boar stands his ground and aims a well-timed attack at the nearest hound, killing him. The boar finds new cover. The chase continues until evening. The dogs discover the boar drinking by a pool. The boar turns angrily and kills each hound as it attacks. Finally the lord catches up with the chase. The boar in turn attacks him. The baron meets the attack with spear poised ready to deal a death blow. As the boar charges, the spear pierces his heart. A fraction of an inch and the story would have had a different ending. The baron then sounds his horn calling his scattered party together. Happily they all return to feast at the castle.

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If you have found the chase and the hunt exciting, you must attend young Aimery's *adubement* on Easter Sunday. Already the castle swarms with guests. The heavy feasts and entertaining jongleurs will live long in our memories. Beggars clamor outside the castle, for they know that there will be plenty of almsgiving. The money may come to the nobles from the peasants, but they in turn must be generous in giving it back. Aimery is just nineteen and a very handsome young squire. His brother, the baron, is making this an especial occasion by dubbing five other knights at the same time.

Aimery has prepared all his life for this ceremony. When he was but a boy of fifteen he had learned to ride and hawk, to read and write, to play the royal games of chess, checkers, and backgammon, to sing, and thrum a harp. He could also fight with a light lance and shield on horseback.

His brother Canon had then sent him out to a great knight, the Duke De Bernon, to be "nourished." The knights felt that a boy of fifteen could not be properly trained and disciplined by his own family. Aimery gradually became expert in the use of arms. At first he charged and fought with a manikin set on a post. Then he fought with older squires until now he can almost unseat his brother. For four years he had been the great knight's servant. His duties had been to hand the knight the proper weapons in a fight, rescuing him from the horses' hoofs if unseated, and to take care of the horses. The young squire had slept at night at the duke's chamber door, carrying out his every wish. In return, the duke had carefully taught him the ways of honor and courage. Aimery had learned manners and courtesy from daily social intercourse with the wife and daughter of his master. Unfortunately, the great duke had died just as Aimery was ready to say, "Fair Sire, I demand of you knighthood." Instead, Aimery had returned home to his

brother, who would pay for the expensive ceremony. If he had been a son instead of a brother, the lesser knights and vassals would have had to help defray the expenses.

At last the great moment had arrived. It is sad that Aimery's own father could not have lived to see him dubbed a knight, for all fathers look forward to this great occasion. Aimery's aunt and sister have chosen and arranged his knightly garments with great care. The white shirt, ermine robe, and spurs of gold are lying on a table in the great hall for the guests to see.

As dusk comes on Aimery and his companions take a purifying bath. This is solemnly done in big wooden tubs. As they dress themselves sergeants arrive with gifts for each one. These are silken garments which nobles and relatives send for the knight to wear during their "vigil at arms."

The six candidates then go joyously to church, attended by young companions who will be their squires. The companions leave them to enter the dark church alone, where before a lighted altar in front of St. Martin, the warrior patron, lie the armor and weapons of the six young men. Here they must spend ten hours in silent vigil standing or kneeling. Seriously these young men pray for a life of honor for themselves and long lives for their friends. At dawn the old priest enters and says Mass. By six o'clock the merry young candidates are returning to the castle.

Aimery eats a hearty breakfast, for the night vigil has been a tiring one and a full day lies ahead. While he puts on his white knight's costume the older noblemen come in and compliment him upon his stature and appearance. When he is fully dressed he strides out into the courtyard where knights and their ladies are gathered to watch him. Dressed in their holiday best, they openly admire his appearance.

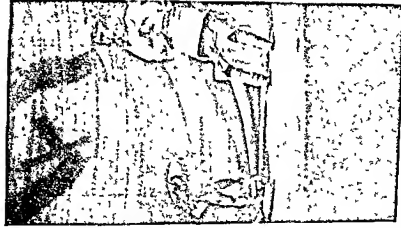
Two loud trumpets announce the beginning of the cere-



mony. The six candidates cross to the ground by the garden. There on a raised platform covered with Saracen carpets stands the elderly warrior in gilded armor, the Duke of Quelqueforte. Aimery's ceremony comes first because his brother has given the fete. His elderly uncle, his first sponsor, steps upon the platform, kisses the candidate, and kneels down to put on the golden spurs. Each of the three other sponsors adds a part of Aimery's armor to his costume. Some of it is set in precious stones. The four sponsors step back. The jongleurs then blare forth a great chord of music. The duke lifts a clenched hand. He orders Aimery to bow the head for the blow. Aimery meekly obeys. The duke then gives him a mighty blow which is intended to test Aimery's ability to take it. When he recovers the duke embraces him warmly saying, "Be brave, Sire Aimery. Remember your house of honor and do nothing to debase it. Honor all knights; give to the poor. Love God. Go!"

The happy knight replies, "I thank you, fair lord, and may God hear you. Let me always serve and love Him." The other five candidates in turn take the platform and are knighted in the same manner.

The lord of the castle then orders the new squires to bring in the horses. They lead in six beautiful mounts, gorgeously harnessed. Now comes another test for the knights for which they have been practicing for months. One misstep and all is lost. Mothers say of their sons in the cradle, "Will he make the leap when he is knighted?" With heavy mail weighing fifty-five pounds they must run to their horses and without touching stirrups make a perfect mount. Everyone holds his breath as each one takes the leap. Fine! Each one has done it fairly. Each knight holds his horse motionless while his squire hands him lance and shield. Then they take their mounts through a series of gallops. Finally, singing in clear voices, they gallop to the exercise ground to engage in a



Three boys and one girl form a marionette company. JOFE'S PUPPETS

(James, Oliver, Forrest, Elaine).

fight with the manikin warrior that has been posted there. The excitement of the crowd is then appeased when the knights engage in battle with each other. Sometimes they even draw blood in this sham battle. Fortunately there is no mishap to mar today.

The morning is gone. The crowd is now hungry. Pavilions have been set up in the garden. The cooks have prepared pastries, joints of meat, and roast poultry for the feast. The six knights sit down in the place of honor. The crowd gorges and drinks while the jongleurs entertain them with songs and stories of brave deeds in battle.

You may be interested in exploring the Middle Ages further. The cookhouse, the peasant hut, the tournament, the battle, the fair in the city, as well as the growth of feudalism itself, are interesting subjects to study. Time turns back for the student who reads of other days and other ways. All through history's pages you will meet people just as enjoyable to know as those we meet in our modern world.

## UNIT II—CIVILIZATION AWAKENS TO THE GLORIES OF AN ANCIENT WORLD AND ENRICHES EVERYDAY LIVING

### TEACHER'S PRESENTATION

Should you have stepped into any street in London, Paris, Antwerp, or Venice during the Middle Ages, you would have sunk knee-deep into the mud. The streets were dark at night so that pedestrians carried their own lights. Whisk yourself for a moment away from these centers of European culture to visit Cordova, Spain. Here there are ten miles of paved streets lighted with lamps. Many writers have paid tribute to the beauty of this "golden bowl" in song and poetry. One million people live in this city. There are two hundred thousand houses,

one thousand mosques, and one thousand palaces. Schools are connected with the mosques, open to rich and poor, Christian and Jew. Geography is taught with globes at a time when, in Europe, many people think the world is flat. Here we see clocks and can't help comparing them to the ringed candles and sundials used in Europe.

A great contrast existed in civilizations lying closely beside each other. Beyond the Pyrenees in Spain there was almost a modern civilization, while in Western Europe a crude life of disease and hardship was present. This can be explained by the fact that for eight hundred years the Moors or Mohammedans had lived in Spain and developed a great culture. Hundreds of years before when they had conquered a great empire in Africa bringing it as far north as France, they, too, had been a crude nomadic people. They had only known of the kinds of articles which could easily be packed and used at the next encampment. As soon as their empire was established the Moors copied the secrets of Babylon, Greece, and Rome. Their libraries contained fifty volumes at a time when twenty volumes were a fortune. They were familiar with the discoveries of ancient civilization. At first they merely imitated but later developed these ancient civilizations beyond anything that had been known before.

Averroes, the great Moorish philosopher, had tried to blend the teachings of the Greek Aristotle with the Mohammedan Koran. Avicenna, another great Moor, had his surgical instruments manufactured at Toledo. He had discovered that certain herbs crushed into the nostrils of the patient eased his pain. This was the first anesthetic. Al Abbas was the great Moorish botanist. Ben Musa had discovered the sine in trigonometry.

The Alhambra, which is still standing although one third of it has been destroyed and the rest of it horribly mutilated, gives testimony to their genius. It is filled with graceful curved doorways which owed their origin

to the good-luck charm of the horseshoe and meant good fortune to everyone who entered. Marble lattices let in the air and kept out the light. Beautiful murals decorate the inner walls with enameled tiles forming graceful and intricate mosaic on the walls. The rose-colored stucco, whose secret of manufacture is now lost, has kept flies and spiders mysteriously away throughout the centuries. The minarets set in polished ornaments glisten like jewels in the sun. They knew the secret of casting bronze in large pieces which we find difficult to do today. Although Cordovan leather started as goatskin, the Moor with his many secret processes made it soft and beautiful as we see today in the bindings of books. When only the wealthy in the rest of Europe were wearing silk, most of the people in Spain wore it every day. Their fine parchment was unsurpassed. Some of this parchment was colored with dyes of which we would like to know the secret today. They used liquid gold ink for royal correspondence. Their beautifully lettered books were later copied by the monks in making the illuminated Bibles in the monasteries. They had introduced the growing of oranges, lemons, peaches, mulberries, figs, almonds, spinach, artichokes, and asparagus. They started the flood-gate system of agriculture in Europe. They knew about cotton, rice, sugar, and silk.

Many knights in southern France used jeweled swords encased in velvet scabbards manufactured by the Moors in Seville from the secrets of Damascus. But Europe was to remain little influenced by this culture which might have placed them a century in advance. The Moors had been pushed out of France, and with the marriage of Ferdinand and Isabella they met the same fate in Spain. Spain, in her dislike of all things Mohammedan, burned the books which contained the Arabic characters which seemed to them as works of the devil. They destroyed the buildings, killed the people, and lost the secrets of a

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great civilization. Europe retained earnestly only the two playthings of the Moors—alchemy, which is the attempt to make metals into gold, and astrology, which is a forecast of the future according to the stars. The Spaniards closed up unfinished towers which the Moors had used as observatories in their study of astronomy. Algebra and Arabic letters remained in Europe as well as such Moorish words as admiral, alcohol, alchemy, and algebra, as the only real products of a great civilization.

That Europe was to receive a rebirth of an ancient civilization and repeat in another way what the Moors had done in Spain could not be predicted by one who lived in the Middle Ages. Signs of prosperity appeared in Europe even as early as 1200 and 1300. Already there was a growth of trade, and a new estate was coming into power and wealth. The merchants, burghers, and commons were of increasing importance. Beautiful cathedrals had been built; skilled artisans and organized guilds tell modern historians of the great change which was to encompass Europe.

This change first came to Italy in the fourteenth and fifteenth centuries. It was the Renaissance or "rebirth of learning." Petrarch started it by uncovering two volumes of Cicero when he was twenty-nine years old. He inspired others to look for ancient manuscripts and to study and lecture about them as he was doing. His friend and contemporary, Boccaccio, joined the enthusiastic search for manuscripts. He used the knowledge he gained from reading the Latin to enrich his own writing in Italian. He wrote a book in Italian called *The Decameron*. The movement spread like wildfire. Youths everywhere in Italy ransacked old castles for any manuscripts they could find giving information about the glories and beauties of ancient Greece and Rome. In 1353 Petrarch received a copy of Homer written in Greek. Up to this time the treasure hunt had been for Latin books. Now

these students became ancient Greek enthusiasts. Boccaccio compiled a Greek dictionary. In 1396 an Eastern envoy stayed to lecture in Italy. Scholars went to distant Constantinople to procure valuable manuscripts. Princes competed with each other for their ownership. Banks even bought them, knowing their resale value. The city of Florence sent out an expedition for manuscripts. Pope Nicholas V caught the enthusiasm and started the Vatican Library. As a result of this intense desire for learning there developed a period of artistic and literary achievement in Italy which resembled that of Athens at the height of its culture. Such names as Fra Angelico, Raphael, Michelangelo, Leonardo da Vinci, and Titian are immortal because of the wonderful quality of their genius.

After 1450 the movement spread to Paris which became a noted center of Greek learning. These French scholars brought Latin, Greek, and Aristotle back to Seville, Spain, which had previously experienced a greater Moslem culture.

One of the great Renaissance artists was Benvenuto Cellini. Born in Florence in 1500, he refused to be the musician his father wished him to be and became one of the great artists of his time. He wrote the story of his life as he believed was the duty of all those who accomplished great things. In it we gain some idea of the exalted position which Pope, kings, and craftsmen of all kinds gave to those who were pre-eminent in art, science, or literature. There was great envy and jealousy too. Cellini was continually beset by men of less genius than himself who sought to destroy him. At one time they cast him into a horrible prison, where he contrived to keep alive in spite of illness and plots to murder him.

One day as Benvenuto was eating his salad, sauce, and pottage, he happened to glance down at the remnants on his salad plate and saw some splinters of stone glittering

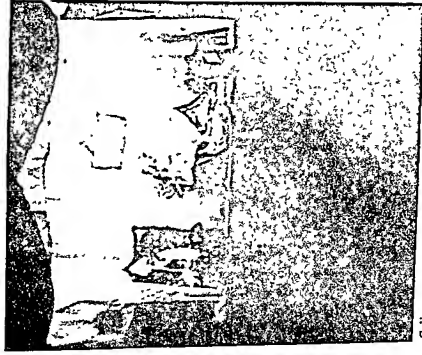
there. The meal had scrunched more than usual, but because the previous day had been a fast day, he had eaten heartily. He feared the worst. He gathered these splinters together and took them to the prison window. If they were diamond splinters he had but six months to live. Sorrowfully he prayed for an hour, knowing that there was no hope. Then idly he placed some particles of stone upon the iron-barred window and ground a knife upon them. To his astonishment and delight the bits of stone crumbled. He knew then they could not be diamond. Later he learned the true story. His enemy had given a diamond, worth a hundred crowns, to a poor goldsmith, Lione, to grind into a powder. Lione in his greediness had substituted the inexpensive green beryl, which was harmless, and sold the diamond, pocketed the money, and thus unknowingly saved Cellini's life. The tireless enthusiasm which kept Cellini working night and day, first from small wax models and then on large bronze, silver, and gold masterpieces, is typical of the Renaissance. He fashioned a beautiful gold saltcellar for the King of France. It was composed of an enthroned figure of the sea holding a ship which contained the salt. A woman representing earth held the pepper. The whole piece was mounted on an ebony base. The King of France was so pleased with it that he made Cellini keep it for him until some special occasion. Cellini took it home and invited his best friends to dine with him. The golden saltcellar was placed in the center of the table. As the guests used the gorgeous saltcellar they were thrilled with its beauty and the knowledge that they were the first to sample it. Modern lovers of art still delight in this masterpiece.

At various times the King of France, the Pope, and the Duke of Florence, each fitted out a suitable castle for Cellini to work in. They supplied the gold, silver, and bronze necessary for his art but, like many rich patrons, were very slow in their remuneration. Hired craftsmen

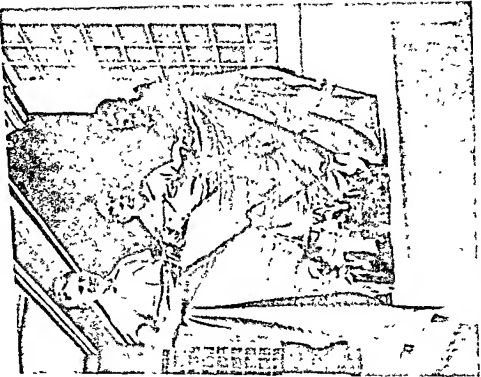




The Duke of Florence asks Cellini to make more art works without payment of previous bills.



Cellini promises the Duchess his help in persuading her husband to buy the mediocre pearls.



The marionettes in the sunshine with their sponsors.



Cellini finds he cannot tell a lie. He fails to overrate the pearls or fishes' bones and wins the lasting enmity of the Duchess.

helped him complete many beautiful masterpieces. Cellini worked on jewelry, vases, and statues at one time.

He constructed his own forge for casting his statues in bronze. The great statue of Perseus which he made for the Duke of Florence was particularly difficult to complete. After working months on this statue he was ready to cast it in the forge. A mighty fire was started which ignited the roof of the workroom. Then rain and wind cooled his blaze, making it hard to get started. Finally, in the midst of the task, he fell ill with fever and was forced to go to bed. While he was lying there, a vision in the form of a man twisted into a capital S, came into his room saying, "Benvenuto, your statue is ruined!" Forgetful of his illness he leaped from his bed and ran out to the workroom. Sure enough, the metal had curdled or caked. He knew he must start the flow of the metal into the mold or his statue would be ruined. Piling on more fuel, he ordered some three hundred pewter dishes belonging to his household melted into the mold. This started the metal flowing properly and saved his masterpiece.

After the manner of the ancients, the workmen went over this statue with hammers and chisels to give it a smooth finish. At first the Duke promised Cellini a great reward for this statue which everyone admired. Later he sent a servant to Cellini rudely asking his price. Benvenuto, surprised at such crude treatment, asked ten thousand crowns for his work. Finally the Duke gave Cellini only a meager thirty-five hundred crowns in gold.

The German states were slow to feel the influence of the Renaissance. Heidelberg and Vienna did not study Latin and Greek philosophy until the sixteenth century. From here it spread to the other Nordic countries. England was also very slow in taking up the new learning, even though Colet and Erasmus stirred up much enthusiasm.

## *The Great Adventure of Pedagogy*

Four scientific discoveries made possible the speedy spread of the Renaissance. They were printing, paper, gunpowder, and the compass. Printing and paper made cheap books available. Gunpowder helped to break down castles and feudalism. The compass made the discoveries of Africa and the New World possible.

### UNIT III—ENGLAND, A LAND WHERE OLD BLENDS WITH NEW

(Written on the blackboard)

"If I should die, think only this of me:  
That there's some corner of a foreign field  
That is forever England. There shall be  
In that rich earth a richer dust concealed;  
A dust whom England bore, shaped, made aware,  
Gave, once, her flowers to love, her ways to roam.  
A body of England's breathing English air,  
Washed by the rivers, blest by the suns of home."

RUPERT BROOKE

(Written on side boards)

"If you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch."

---

"Oh, East is East, and West is West,  
And never the twain shall meet,  
Till earth and sky stand presently  
At God's great judgment seat."

---

"Teach me to be obedient to the rules of the game."

---

"When Earth's last picture is painted  
And the tubes are twisted and dried  
When the oldest colours have faded,  
And the youngest critic has died,

## *Problem Solving with the Ninth Grade*

We shall rest, and faith, we shall need it—  
Lie down for an aeon or two,  
Till the master of all good workmen  
Shall set us to work anew."

RUDYARD KIPLING

### WHAT THE TEACHER SAID

In the midst of a splendid room lit by a crackling fire, a great king lay dying. Liege lord of five hundred million subjects, he was now surrounded only by his loved ones. The flickering light fell upon the strained faces of his wife, Queen Mary, and his eldest son, David, the Prince of Wales. Clad in conventional evening clothes, they sorrowfully awaited the final parting which they had been told must be soon. Through their minds passed many sweet memories of King George V.

The twenty-five years of this splendid man's rule had been eventful ones indeed. That he had reigned at all had been the result of the death of his older brother, Prince Edward, Duke of Clarence. Times had not always been easy for this monarch. He was forced to give up the simple life of a seaman, which he loved, and enter upon the expensive existence necessary to his new position. His income was a limited one because Queen Victoria was still using the royal revenues. Moreover, Edward VII needed every cent of the money from the Duchy of Cornwall, which is the source of the income of the Prince of Wales. As a result, he developed a keen business sense which his father found amusing.

When George finally became king he found times no easier. One crisis followed another throughout the quarter of a century. Woman suffrage, the Irish troubles, the World War, financial depression, unemployment, and general strike, each in turn tested his ability to reign as a constitutional monarch rather than to rule. That he was more than successful was evident whenever the need

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arose. During his serious illness of 1928, and later when his Silver Jubilee was celebrated in 1935, personal messages flooded the Palace. So pleased was he that he remarked in a radio address that these messages must have been intended for the individual occupying the throne as well as the throne itself.

### TWO EXAMPLES

#### AN EXAMPLE OF ANGLO-SAXON WRITING OF 1150

here on thissum geare Wilhelm eyng geaf Rodberde eorle thone eorledom an Northymbroland. Da komon cha landes menn togeanes him and hine ofslogen and it hund manna nid him.

#### TRANSLATED

In this year King William gave the Earl Robert the earldom of Northumberland. Then came the men of the country and slew him, and nine hundred men with him.

By

DOROTHY O'ROURKE

The criticisms of H. G. Wells and others fell on deaf ears. George V's people loved and respected him. During the War, one of his ministers saw the King toss a book in a rage upon the floor. "That's mean; that's not fair," George V said. The minister picked up the book. The King pointed out the statement in Wells's *Mr. Britling Sees It Through*, that England was stumbling along under an uninspired and alien court. "I know I'm uninspiring, but I'll swear I'm not an alien." H. G. Wells had ignored the fact that the King had changed the family name from Saxe-Coburg and Gotha to Windsor, thereby angering the Kaiser. The latter had presented *The Merry Wives of Saxe-Coburg und Gotha* at a command performance in Germany. All England knew George as a loyal Englishman who spoke poor French and worse German.

Flashes of his abruptness came to mind. He thoroughly disliked the new tailor's trick of turning up the

trouser into a cuff. One day Lord Derby wore such a suit to Buckingham Palace. "I did not know," thundered the King, "the corridors of my palace were muddy."

Lovingly they remembered the way he had paraphrased the hard struggle which the young Prince of Wales had made to go with his regiment to France during the World War. After training with his regiment and giving up his desire to go on board a ship for fear it would bring added danger to the company of that ship, young David had thought that at last he would get to France. When orders were given to his regiment to leave for the front, he was left behind.

In vain he telegraphed, wrote, and telephoned Lord Kitchener. Finally Kitchener angrily replied, "Learn a little more about soldiering, then."

The Prince of Wales, not satisfied, wired and telephoned everyone else of importance in England. Finally he received orders to go to the front, not with his regiment, as he had hoped, but as aide-de-camp to Sir John French. There he buckled down and did his best. King George, speaking of this incident afterward, said, "David was a little war problem all by himself in those days."

He also had a charming sense of humor. His joke about the American reading the paper was a favorite. After reviewing a great battle of the War, the American turned to the Englishman near by and said, "Some fight!"

The Englishman replied, "And some don't."

All is still in that room now. Even the fire has died down. It is only a matter of minutes until Lord Dawson of Penn, physician-in-ordinary to the King, turns to the Prince of Wales and says, "Your Majesty, your father is dead."

Not long after, the Prince of Wales was flying in his red plane with his favorite pilot, A. H. Fieldon, to London, where he took the King's oath before the Privy Council.

When the House of Lords assembled to take the oath to the new king, there was only one throne on the dais instead of three. For this was a bachelor king, and no throne was needed for a queen or a prince of Wales. The House of Commons assembled later to swear allegiance to King Edward VIII. Throughout these ceremonies the new king bore a look of sorrowful dignity befitting his responsible position. The special gallery seat, which had previously been reserved opposite the speaker for this same king to observe the debates in the House of Commons, would never be used by him again. For the King of England cannot enter the House of Commons at any time. He can only enter the House of Lords to deliver his message.

Edward VIII's life had been spent in preparation for this moment when he would be called upon to succeed his beloved father. He had never been allowed to play as other children. Law and government, history and languages, court etiquette, had all been studied industriously from earliest childhood. Once in a while his boyish mischievousness would break through. He rode his bicycle into the Palace flower garden one morning. When he was about to be punished, the late King Edward VII objected saying, "What good is it to be heir to the throne if you can't spoil a few flower beds once in a while?" Edward VII was the only one who did not try to teach the young Prince anything. The Prince of Wales later said, "Being a kid was the very devil."

When he was thirteen he was sent to Osborne Naval College with his brother the Duke of York. There his classmates nicknamed him "Sardine." From Osborne he attended Dartmouth, where during five years he had trained as cadet, midshipman, lieutenant, and captain. This was an ambitious program for any young man.

While he was a midshipman on a cruise an amusing thing happened. A lieutenant in the Royal Navy found a



young middle sitting idly in a chair in the hallowed officers' quarters smoking a cigarette.

"What in the deuce are you doing here, and what is your name?" thundered the lieutenant.

The midshipman rose meekly and said, "Wales, sir. The captain brought me here. I hope you don't mind frightfully."

"Why, you cheeky young devil," gasped the lieutenant. "Get out of here before I kick you." He looked closer at the young middle and added, "I believe you are Wales."

The royal sailor replied, "Sorry, sir, I believe I am too—but I can't help it."

Later he attended Magdalen College, Oxford. Like Carl Heinz in the *Student Prince* he was allowed perfect freedom. His rank and family were not mentioned. It was almost impossible for him to share the real comradeship enjoyed by all the other students. Some were always forgetting and standing up at his approach, which brought forth the usual Wales phrase, "For God's sake, sit down." The Prince learned to make the other fellow feel at ease, but the constant effort took out of college days the fun there could have been.

While at Oxford the young Prince started to learn to play the banjo. He became so enthusiastic that his practice continued into the evening hours. Disgusted, the other students serenaded him outside his diggings with auto horns, pots, and kettles. The Prince of Wales appeared in his open window and played the bagpipe. His awful music froze the audience beneath and sent them away. While a student, he was named in the language of his college, "Pragger Wagger," his mother, the Queen, the "Quagger," and his father, the King, the "Kagger."

He seems to have lived a charmed life. During the War an automobile was blown to bits a few moments after he had stepped out of it to do some exploring of the front-line trenches on his own. His faithful chauffeur

was destroyed with the car. Whether or not the Germans knew his whereabouts no one knows.

After the War, Wales continued to interest himself seriously in Great Britain and its far-flung empire. He made extensive visits to the colonies. He toured South America and other places, winning the name "England's greatest traveling salesman."

He made a thorough investigation of the conditions among the working people of England. As a result of his interviews and speeches on the subject, a million dollars was raised at one Christmas dinner alone. The government began a program of slum clearance by providing a subsidy of 50 per cent for such projects. This has been very successful as these places really are rented to poor people at low rentals. Whenever the Prince was criticized for his activity on behalf of the unfortunate, because kings are no longer real rulers in England, he answered that he had the right of every English citizen to participate actively in political and economic affairs.

Gradually King Edward VIII won the love of his people by his lively interest in everyone about him. Whether they were rich or poor, soldier or workingman, sportsman or entertainer, all responded to his warm, friendly spirit.

A constitutional monarch such as Edward VIII could have done much to weld the widely scattered British possessions into a compact, loyal empire. As a symbol of this unity, guns in different parts of the empire had boomed out their seventy shots in honor of George V's seventy years of life. Later they had paid tribute to the new King Edward VIII's forty-one eventful years. Somehow this symbolism had brought those far-flung places closer to London and Buckingham Palace.

The reign of Edward VIII continued in much the same spirit as when he had served England as Prince of Wales. The whole situation had now changed. His frank statements and criticisms of the Baldwin Ministry's policy on

unemployment and relief were frowned upon by the conservative, constitutional-monarchist group. Upon gaining a kingdom he had forfeited the right of freedom of speech which is the cherished privilege of every Englishman except the king. In spite of the censorship and opposition he encountered on every hand, he continued to demand better conditions for the unfortunate people in depressed areas. When the newspapers in America brought out his Cinderella romance with an American woman, the Prime Minister tried to persuade the King to give her up. When the King refused to accede to their wishes, Parliament offered him the choice between crown and fiancée. After anxious hours of waiting for his decision, England heard of Edward VIII's dramatic message read to Parliament by Prime Minister Stanley Baldwin.

"I have determined to renounce the throne.

"I, Edward VIII of Great Britain and Ireland and the British dominions beyond the seas, King, Emperor of India, do hereby declare my irrevocable determination to renounce the throne for myself and my descendants and my desire that effect should be given to this instrument immediately. Signed, Edward R. I."

The world, saddened by the tragic spectacle of King Edward VIII's renunciation of a crown, listened breathlessly to his radio farewell. Facing voluntary exile from the country he loved, Edward's sincere, quiet message sounded round the world.

"At long last I am able to say a few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak."

"A few hours ago I discharged my last duty as King and Emperor. And now that I have been succeeded by my brother, the Duke of York, my first words must be to declare my allegiance to him. This I do with all my heart.

"You all know the reasons which have impelled me to renounce the throne....

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"Bred in the constitutional traditions by my father, I should never have allowed any such issue to arise. . . .

"I now quit public affairs and I lay down my burden.

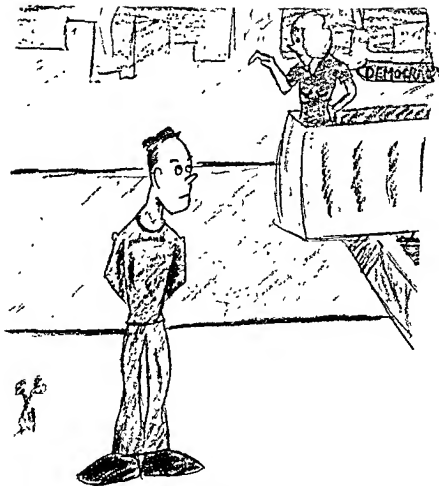
"It may be some time before I return to my native land, but I shall always follow the fortunes of the British race and empire with profound interest, and, if at any time in the future, I can be found of service to His Majesty in a private station, I shall not fail."

So on December 11, 1936, passed into history the reign of Edward VIII. Hours later the reign of his brother George VI began.

### UNIT IV—A CONTINENTAL CIVILIZATION DEVELOPS IN FRANCE AND GERMANY

Whenever we consider the development of life and culture on the continent of Europe we invariably turn back to the colorful and romantic reign of Louis XIV of France. Cardinal Richelieu had broken the power of the French nobles and made the king and his prime minister supreme. Upon Cardinal Richelieu's death, Cardinal Mazarin took over the control of the French government. In order to insure his own permanence as dictator of France, Mazarin prevented the child, King Louis XIV, and his younger brother, Monsieur, from receiving an adequate education. Instead of being carefully trained for his future place as one of the most powerful monarchs of Europe, Louis XIV was allowed to act as courtier to the little peasant daughter of a serving maid who played the queen. He called her "La Reine Marie." They did whatever their childish fancies dictated. They would run to the palace cook and snatch whatever he might be preparing. They would then eat pieces of omelet, pastries, and other delicacies in some corner.

At the age of twenty, Louis XIV tried to add more



England struggles for an ideal.

than reading and writing to his knowledge. His days as king were so active, carrying out his duties as ruler, he had little time to devote to serious study. As he sadly said of himself, "*Je suis ignorant.*"

Upon the death of Cardinal Mazarin, March, 1661, Louis XIV decided to direct the government of France himself. The young King shut himself up alone for two hours and worked out a routine of eight hours' work daily which he kept for fifty years without a holiday.

One of the first things he ordered done was the improvement of an old hunting lodge near Paris at Versailles. Just why he chose this particular building cannot be explained, for it was not a very beautiful location. At first the King intended merely to make it over, but Le Vau, the architect, persuaded him to transform it almost entirely. As we visit the beautiful gardens of Versailles with their lovely fountains and statues, we can almost imagine we see the gorgeously gowned men and women of Louis XIV's court moving about enjoying their luxurious surroundings. At first the rich furniture was of pure silver, but later these costly possessions had to be melted down for the treasury. The flame- and green-colored velvet and brocaded silk upholstery was changed from season to season. Magnificent Gobelin tapestries decorated the walls of the Palace depicting Louis XIV in various hunting scenes. Modern comforts were lacking, however. Only great fireplaces warmed these immense, fairylike marble rooms. Everyone felt bitterly cold during the winter; even the wine froze on the King's table. If anyone desired privacy or warmth he had to retire to the dingy apartments near the main rooms. Four or five servants shared the tiny quarters in which they could not stand upright.

Louis XIV felt the need of an informal refuge where he might retire when the court life of Versailles became irksome. A small hamlet and a church were within walk-

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ing distance of Versailles. As the King was a great tramper, he decided to build a one-story toy palace there. When the new place was finished, he did not like it and had it entirely rebuilt. This new one-story building's interior and gardens were quite as gorgeous as Versailles. However, the King simplified the court etiquette at Grand Trianon. People considered invitations to the smaller palace as a special favor.

The King's desire for a rustic retreat had not yet been satisfied, so he started to look around for another prospective site. Finally he chose a marshy spot eight miles from Versailles. After much labor, the soil was drained and a lodge was constructed there. Small cottages were grouped around the main building. The gardens again rivaled any of France. St. Simon, an historian and nobleman of this period, tells us that within six weeks the Grand Monarch would order the gardens changed from Venetian lagoons with gondolas to a deep, impenetrable forest. The materials for the new scene were transported from other parts of France at great expense. Court etiquette was even less formal at Marly-le-Roi than at Grand Trianon, and it in turn became the choice place to be invited to by the King.

So court life circulated from Versailles to Grand Trianon, Marly-le-Roi, and Fontainebleau. Fontainebleau was about a six-hour coach ride over rough roads from Versailles. The court went there in the autumn. If you shared the King's coach he would immediately produce a hamper of eatables and give them to you throughout the long ride. He carried all kinds of sweetmeats, preserved fruits, and delicacies. He never ate them himself, but, well or ill, hungry or not, you dared not offend him by refusal. Louis XIV insisted that all the nobility visit Versailles at least once a year. If you failed to comply with this rule, whenever you presented a request to the King he would shrug his shoulders and say, "I do not know him."

## *Problem Solving with the Ninth Grade*

Court life consisted of rich food, wine, gambling, dancing, ballets, plays, and hunting. Practical jokes were quite a pastime. Monsieur le Duc placed snuff in the wine of Sauteuil, an accomplished Latin poet, as a joke. The poet died from the effects of it forty-eight hours later. Politics was a forbidden subject. It had been too difficult to wrench the nobles' power away from them to allow anyone to display unusual ability at court. Even their interest in military affairs was shallow and insincere. Near the close of a military campaign the King and his court would descend upon the French army to watch the final results. The French officers were expected to feed these people at their own expense. The officers were forced to be gay and gracious when they knew that the cost of the court's entertainment meant their own financial ruin.

Louis XIV, like all the Bourbons, treated his servants well. Often a courtier's fortune was made if a servant would say a good word about him to the King. Bontemps always had the ear of his master. Though he imitated the King, he never took advantage of his favored position *for his own gain*.

The Swiss soldiers guarded the Palace. One section of these mercenary soldiers was under the command of French noblemen and were usually quite ignorant of the events at court. The second division was under the command of the King's body servants. They were spies who found out every detail in the lives of the courtiers to be relayed later to the King himself.

The King was as fond of eating as he was of gossip. He did not eat between meals as most of the other nobles did. At one sitting he astounded all who watched him. He consumed four plates of soup, a whole pheasant, a partridge, a large plate of salad, mutton, ham, a whole plateful of pastry and fruit and hard-boiled eggs.

Louis XIV's reign was marked by a series of long,



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unsuccessful, costly wars, and extravagant court life. The taxes levied on an overburdened peasantry brought into the King's treasury less than half of the money collected because of the bad system of farming the taxes out to tax gatherers.

Into the midst of this extravagance, war, and unjust taxation was born a young duke, grandson of Louis XIV, who could have saved France from all the troubles which beset her during the reigns of Louis XV and Louis XVI. The young Duc de Bourgoyne had an arresting personality although his body was frail. Everyone who met him was filled with hope for the future of France. His long, oval face was framed by unruly brown hair and lit up by thoughtful, intelligent eyes, and yet his early childhood seemed to be anything but promising. He seemed more of a Nero than a St. Louis. Hot tempered, cruel, and selfish, he was allowed to go ungoverned until the age of seven. Fortunately, Louis XIV, desirous of giving him an excellent education, appointed Abbé de Fénelon and the Duc de Beauvillier as *gouverneur* and tutor. Abbé de Fénelon was one of those truly great men who combine knowledge with a beautiful Christian spirit. The evil young Duc de Bourgoyne had two good qualities which Fénelon hoped would bring about his reformation. He had the capacity for deep, loyal affection and a keen intelligence. Fénelon patterned the lessons in behavior for the Duc in the form of fables which, his pupil was quick to see, illustrated some of his own faults. Sometimes they were acted out. One day a workman came to the Palace. The young Duc was eager and curious to touch his tools. The workman, coached ahead, flew into a rage and told him not to come near his tools, for it always made him go into a rage, and he broke people's bones when he was angry. The young boy rushed off to tell Fénelon the story. Fénelon remarked that the workman was good in every way, but he had an unruly temper and deserved

pity rather than punishment. The youngster was never beaten. He was put into solitary confinement instead. The servants were forbidden to speak to him as he ate alone, and all books were taken away from him. To some boys this would have been a delightful vacation. To the proud, sensitive Duc it was such a severe trial that he was always repentant. He would then write down his promise of good behavior. "I promise M. l'Abbé de Fénelon on the word of a prince to do at once what he tells me and to obey him the moment he forbids me anything; and if I break my word, I will submit to any kind of punishment and disgrace. Written at Versailles the 27th of November, 1689."—Louis.

Thus the prince's evil nature gradually became calm, sweet tempered, and gentle. His life was almost Spartan in its simplicity. Up at 7:45 A.M., he retired promptly at 9 P.M. His day consisted of two hours of lessons in the morning and afternoon. He took no holidays. Plenty of simple food and a great deal of exercise were prescribed by his good mentor the Abbé. When the Duc was eleven years old he had already read and enjoyed Virgil, Homer, Horace, Livy, and part of Tacitus, and the geography of France. By thirteen he was well on the road to becoming the scholar he remained until the day of his death.

When the Duc was fifteen, Abbe de Fénelon displeased Louis XIV with his independent thinking and writing and was banished from court. He was also forbidden to communicate with his young pupil. Throughout his life the Duc loved the Abbé dearly and remembered his fine lessons.

In 1697, when the Duc de Bourgoyne was fifteen, he was married to the beautiful and vivacious Marie Adelaide, the twelve-year-old daughter of the Duke of Savoy. This political marriage proved to be a real love match for the young Duc. Princess Marie Adelaide won the hearts of all who knew her. She was as unafraid of the

great as she was kind to those of no importance. She gained the affection of old King Louis XIV, because all of his children had feared him and had not dared to treat him as a comrade.

As a result of the Dauphin's unexpected death from smallpox, the young Duc and Duchess de Bourgoyne became the Dauphin and Dauphine of France. Everyone expected them to be unkind to those who had been their open enemies for years. They surprised even their foes by their kindness and courtesy to all.

King Louis XIV immediately initiated the young Dauphin into the secrets of state and asked his advice upon many matters of policy. He was so pleased with the Dauphin's advice that he boasted to others, "You will see; he knows everything, and he will do better than I." This time Louis XIV was right. The Dauphin's ideals, which he wrote down on paper whenever he wished to clear his mind, showed his serious purpose. He believed that the king, like a father, was as rich as his poorest subjects. To prove this he sold his own jewels and gave the money to the poor. He had a wide, accurate knowledge of local conditions in France. His plan of granting more power to nobles so they could be real leaders in France would probably have prevented one of the greatest catastrophes of all time, the French Revolution. He knew that the population of France had become too poor to marry and had dwindled in some places to as much as half what it should have been. In the province of le Maine, there were only six thousand canvas makers where there had formerly been twenty thousand. In Touraine there were only four thousand silk weavers instead of twenty thousand. The Dauphin would have put into effect the reforms suggested by Abbé de Fénelon and the Duc de Chevreuse. The grafting tax system would have been abolished, and a lawmaking body created to direct the government of France.

## Problem Solving with the Ninth Grade

But this was not to be. Less than a fortnight after the boast of Louis XIV, Marie Adelaide, the Dauphine, was taken severely ill with abscessed teeth and fever. The pain was treated with the only remedies known at the time, namely, bloodletting, opium, tobacco smoking, and chewing. The remedies merely weakened the patient and hastened her death. Her frail young husband sickened and died of a broken heart shortly afterward. He did not make any struggle to live after his vivacious wife had gone out of his life forever.

Thus died the hope of France; Saint Simon said of him, "France succumbed to this last punishment. God has shown us a prince of whom we and the world were not

NO 117 and 181  
Social Science Class

Presents

- I WAS THERE -

I	Dark Ages	Merrill Muhs
II	Alfred The Great	Llewellyn Mackay
III	Isaac Newton	George Allen
IV	Louis Pasteur	Gloria Tomasini
V	Leonardo De Vinci	Nan Mackillan
VI	Rembrandt	Dorothy Lazenby
VII	Magna Carta	Zeda Walling
VIII	Louis XIV	Thornton High
IX	Marie Antoinette	A. Schatz & L. Now
X	Chamberlain	Wayne Smith
XI	American Benefits	M. Fanelli & D. Wright

Announcer - Lee Windreich

The parents enjoyed this "I Was There" radio program far more than their sons and daughters because the children were beginning to lose their spirit of make-believe. Very often the parents prefer the radio programs, "Little Orphan Annie" and "The Lone Ranger," which their children think too juvenile. Thus the spirit of make-believe is not confined to children but remains with some adults throughout life.

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worthy. He was already ripe for eternal blessedness." Fénelon wrote: "God thinks differently from men. He destroys what He seemed to have formed expressly for His glory. He is punishing us and we deserve the punishment."

The Dauphin left two sons. The eldest and strongest one died of measles. The puny mind and body of the youngest lived to be Louis XV of France. He did not heed the dying words of his great-grandfather, Louis XIV. "Little one, you are going to be a great king; but your happiness will depend on your submission to God and the good that you do to your people. You must avoid war as far as you can, for it is the ruin of nations. Do not follow the bad example I have set you." Instead, he was the royal waster who boasted, "After me, the deluge." And what a deluge it proved to be! If you are interested we will study the course of events which led up to the French Revolution and the rule of Napoleon.

## UNIT V—THE FINE ARTS OPEN NEW VISTAS

### TEACHER'S PRESENTATION

One of the most cultured delights of a modern world is the enjoyment of opera. Opera is more than a play set to music. The drama must be highly emotional so that it can be interpreted by beautiful music. Tragedy lends itself particularly to inspiring musical expression. Characters in opera sing their parts. This is called recitative. They are compelled to do this because a sudden change from a beautiful song to a spoken word would sound unpleasant to an audience. The music in an opera describes character, situations, and persons, as well as carrying on the dialogue. Often there are numbers in which several of the main characters sing together. Although most people are not rude enough to talk when

others are speaking, opera cannot lose the opportunity of blending several beautiful voices into one aria. These beautiful songs often delay the action on the stage, but the music rises to such new heights that music lovers come more for these moments than to see the action of the drama unfold.

Many years ago opera started in the city of Florence. In 1580 some scholars and amateurs tried to revive the Athenian type of drama set to music. Thus early Florentines made music just a background and the plot and lines of the play dominant.

In 1607 another Italian, Monteverde, worked out opera with more elaborate music. The dialogue and action of the play were still the most important part of the opera. In the latter part of the seventeenth century, Alessandro Scarlatti wrote an opera emphasizing the music instead of the drama. He is believed to have invented the aria which Handel called a *largo*. By this time two kinds of opera had developed in Italy. The *opera seria*, or serious musical effort, was similar to our modern tragic productions. The *opera buffa* was at first recited and then sung. It mirrored real life more than the grand stories described in the *opera seria*.

In the latter part of the eighteenth century Rossini, Donizetti, and Bellini gave new life to both serious and comic opera. Their successor, Guiseppe Verdi, was the greatest dramatic composer of his time. He completed twenty-four operas in twenty-five years, commencing at the age of twenty-nine. Three of them, *Rigoletto*, *Il Trovatore*, and *La Traviata*, are the most popular in the world today. As Verdi grew older he produced fewer operas. After 1856 he wrote only five operas in a period of sixteen years.

In 1871 Verdi wrote the beautiful opera *Aida*. The story that this Egyptian opera was written for the opening of the new opera house at Cairo is incorrect. The

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dedication of that building had been in honor of the opening of the Suez Canal two years earlier. It is true that Verdi had refused Khedive Ismail Pasha's and writer Camille du Loche's request that he write an Egyptian opera.

Later the famed archaeologist, Mariette Bey, discovered an interesting incident in Egyptian history and sent the story to Camille du Loche. The latter forwarded it to Verdi, whose imagination became fired with the idea. He decided to have the libretto or words made at his own expense. He would send someone to rehearse and conduct the opera at Cairo. Thus he would retain the right to the libretto and music for every other country in the world except Egypt. The Egyptian government paid him 150,000 francs for the opera. If through anyone else's fault the opera failed to open in Cairo in January, 1871, he could open the opera anywhere else after six months.

Mariette Bey, who had been left in charge of buying the costumes and scenery in Paris, was caught in the siege of Paris during the Franco-German War. Meanwhile level-headed Verdi had gone on with his preparations for the opera's début in the La Scala, Milan. When the director of the Cairo theater, Draneth Bey, heard this, he wrote to Verdi explaining the unavoidable delay and begging his generosity. Verdi quickly wrote back that he had not previously understood the situation and would be patient about the opening. Difficulties continued to multiply. Verdi imported Muzio to conduct the opera in Cairo, thus hurting resident de Giosa's feelings. Verdi insisted upon exceptional singers for his cast in spite of the Egyptian manager's inclination to choose less costly performers. Verdi procured a first-rate soprano, a tenor, a baritone, and two good basses. The part of Amneris gave him the most worry. She must be a real mezzo-soprano, not a soprano, and have a commanding, dramatic personality.

Finally the difficulties were successfully overcome and the opera was ready for its debut on Christmas Eve, 1871. Personages had gathered from all over the world to hear the widely heralded new opera, *Aida*. Verdi was not there. He had not come because he hated the sea and considered even the trip across the channel a long voyage. He further despised the notoriety and fuss which he would have to endure on an opening night. He had vigorously protested when a great Italian musical critic, Filippo Filippi, had offered to boost his opera. He wanted his work to succeed because of its own merits as his earlier operas had been forced to do.

(Written on the blackboard)

### AIDA

An opera in four acts; music by Guiseppe Verdi; libretto, the joint work of Bey, du Loche, and Ghislanzoni.

#### THE CHARACTERS ARE

AIDA—a simple and loving Ethiopian slave—a soprano

THE KING OF EGYPT—a bass

AMNERIS, his daughter, who is at times haughty, angry, jealous, and terror-stricken—a mezzo-soprano

RHADAMES—a bold and romantic Captain of the Guard—tenor

AMONASRO—crafty King of Ethiopia—baritone

RAMFIS—stern and pompous high priest—bass

A messenger—tenor

Priests, Priestesses, Ministers, Captains, Soldiers, Officials, Ethiopian Slaves and Prisoners, Egyptians

The action takes place at Memphis and Thebes during the rule of the Pharaohs.

#### ACT I

SCENE I—A hall in the palace. Through the great gate at the rear may be seen the pyramids and temples of Memphis.

SCENE II—The Temple of Vulcan.



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## ACT II

SCENE I—A hall in Amneris' apartment.

SCENE II—Outside the city walls.

## ACT III

SCENE—The banks of the Nile. In the moonlight the Temple of Isis can be seen behind palm trees.

## ACT IV

SCENE I—A room in the palace. At one side is a door leading to Rhadames' prison cell.

SCENE II—The scene shows the interior of the Temple of Vulcan. On the main floor is the altar where the chanting priests intone their endless litanies; under the statue of Osiris, the god of the next world, is the tomb in which Rhadames has been condemned to be sealed and to die.

(The teacher refers the class to the cast of characters and the description of the first scene on the blackboard. She then continues the story.)

The curtain rises to show Ramfis, the high priest, telling Rhadames that the goddess Isis is about to pick the leader to be sent against the Ethiopians who have invaded Egypt. He implies that Rhadames may be the chosen one. He leaves Rhadames alone. This young warrior begins to sing a song about his loved one, the Ethiopian slave, Aida.

(The teacher puts on the record "*Celeste Aida* (Heavenly Aida)"—Giovanni Martinelli. When the record is finished, the teacher goes on with the plot.)

As he sings he is interrupted by Amneris, the daughter of the Egyptian king, who jealously guesses the warrior's love for her slave, Aida. Her suspicions are confirmed when she sees Rhadames look lovingly at Aida.

The king enters and summons a messenger. The messenger informs the group that the Ethiopians are approaching the city under the leadership of their king, Amonasro. Aida ejaculates, "My Father!" Thereupon

the king makes Rhadames Egyptian leader. Amneris presents Rhadames the banner with great pomp and ceremony. The Egyptians leave with the words "Return Victorious" in their ears; Aida, forgetful of her father, joins in the shouts of the crowd. Left alone, she remembers with dismay what victory for Rhadames will mean for her father, Amonasro. She expresses this in her song, "*Ritorna Vincitor* (Return Victorious)"—Rosa Ponselle.

(The teacher plays this record for the class and later proceeds with the story.)

The second scene of the first act shows Rhadames being presented with a consecrated sword by Ramfis, the high priest.

(Then the teacher draws their attention to the blackboard description, second act.)

Amneris lies back and watches the Moorish slave boys dance.

(The teacher plays "Introduction and Moorish Ballet"—Createore's Band.)

Amneris dismisses these entertainers when she sees Aida approaching. She calls Aida to her and informs her that Rhadames has been killed in battle. Aida weeps. When Amneris tells Aida that Rhadames still lives, Aida is tricked into telling that she loves him. Amneris, the Pharaoh's daughter, will not be rival of a slave for the man she loves. She decides Aida must die. She suspends the sentence, however, when she hears victorious Rhadames returning.

(The children are again referred to the blackboard program for the description of Scene II. Then the teacher proceeds with the story.)

The king and his court welcome the victorious Rhadames. He is allowed to ask any favor he desires. Rhadames asks that the Ethiopian prisoners be brought in. As they are led in Aida rushes forward and embraces her father. He warns her not to betray his identity. Craftily

## *The Great Adventure of Pedagogy*

he tells the king how the Ethiopian king died at his feet. The people like him and ask for his release. The priests protest against it. The king grants Rhadames' request, freeing all except Aida and her father, whom he holds as hostages. To Rhadames' dismay the king gives him Amneris' hand in marriage as a reward for his splendid services.

(The teacher then plays the record, "Grand March and Finale"—Creatore's Band. The teacher continues after referring the class to the description of Act III.)

The scene shows Amneris and Ramfis who disappear into the temple to pray that her marriage will be a happy one.

Soon Aida arrives on the scene. She had decided to commit suicide if Rhadames forsakes her. Thinking of the happy land of her childhood, she sings.

(The teacher plays the record, "*O Patria Mia* (My Native Land)"—Rosa Ponselle.)

Meanwhile, Aida's father comes in. After a clever play upon her patriotism she consents to find out from Rhadames the secret of the Egyptian's march.

When Rhadames meets Aida she begs him to flee with her to Ethiopia. Rhadames at first refuses. Finally she gains his consent because of his hopeless love for her. Meanwhile, he has unwittingly disclosed the route by which the Egyptian army will invade Ethiopia. Thereupon Aida's father emerges from his hiding place and discloses his true identity. Aida's father urges Rhadames to flee with him and his daughter to Ethiopia. Rhadames is sorrowful because he considers himself a traitor. Meanwhile, Amneris has come out of the temple and heard the whole plot. She accuses them all. Aida and her father flee while Rhadames sadly offers himself up to the high priest.

(The teacher refers the class to the description of Act IV, Scene II.)

Amneris begs Rhadames to give up Aida forever. He refuses, and she calls on the gods for revenge.

The guards conduct Rhadames to the judgment room. Amneris, tortured by her love for Rhadames, curses the priests, as they file out from the trial, because of their cruel sentence. They decided that Rhadames be put to death by being buried alive in a tomb beneath the two gods, Faith and Justice. Later Rhadames, believing himself alone in the tomb, sings.

(The teacher plays the record, "*La Fatal Pietra* (The Fatal Stone)"—Ponselle and Martinelli.)

At the end he sees Aida, who has slipped into the dread tomb to share his fate. Her father is dead, and his troops have been scattered by the Egyptians. Rhadames, overwhelmed by her decision to die with him, sings.

(The teacher plays the record, "*Morir! Si Pura e Bella* (To Die! So Pure and Lovely)"—Ponselle and Martinelli.)

In the temple above the tomb the priests chant as Amneris prays for her lover. Meanwhile the lovers await death together in the vault below.

Many operas have been written in French and German, as well as Italian. Neither England nor America has developed much grand opera as yet. The Metropolitan Opera in New York City always produces an opera in the language in which it was originally written. America loves opera, however, and pays the highest prices for it. Every large city has a beautiful opera house dedicated to the best music of the world.

## UNIT VI—EUROPE LEVIES TRIBUTE AND SPREADS ITS CULTURE TO THE FAR CORNERS OF THE WORLD

Since ancient times Europe has been interested in trade with China (*Serika*, a Mongol word meaning the land of

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silk). This leads historians to believe that Greece must have traded with China by the route across Central Asia and Mongolia. The people of Antioch, Alexandria, and Rome used Chinese silk, iron, furs, cosmetics, and bronze mirrors. The ladies of Rome preferred thin, silk garments that did not add a trifle to their silhouette. The Syrians unraveled the heavy Chinese silk and rewove it into sheer cloth for the Roman market. Later the Syrians tried to steal the silk eggs from China and grow the silk themselves, but they were unsuccessful.

Europe learned the Chinese secrets of paper, printing, magnetic compass, and gunpowder from the Arab and Moorish traders. When Emperor Chang Ch'ien (The Road Opener) returned from a European trip he introduced hemp, grapes, walnuts, and other western secrets into China.

Seven hundred years ago Marco Polo visited China, "the Land of Flowers." At that time the Chinese Empire was ruled over by Kublai Khan. "No dog could bark without the Emperor's permission," aptly described the absolutism of this Mongol monarch. China was a continent rather than a country, the greatest ever reigned over by any single human being. The distance along the sea-board from Korea to Singapore measured eight thousand miles and extended as far west as Poland.

Ever since the death of Kublai Khan the Chinese Empire has been gradually melting away. Marauders have swept in from all sides and plundered them of territory and valuable possessions. In the last hundred years this destructive movement has proceeded at a more rapid rate. Russia robbed China of Chinese Turkestan, and Great Britain extended her sphere of influence over Tibet, Burma, and the Malay Peninsula. France acquired Annam and Cambodia, which is known as Indo-China. Japan took Korea, Manchuria, and Formosa. The aggressive and ambitious Japanese have designs on the rest

of China. The Japanese navy patrols China's coast, and the Japanese army has occupied Chinese territory. All the rest of the world is interested in Chinese trade, because of its enormous population which are potential customers.

The cities of Shanghai, Peiping, Nanking, Canton, and Hong Kong have modern streets. Chinese life surges along very much as it used to in spite of these modern highways and Western architecture. The Chinese cotton mills have installed English machinery, yet the greater proportion of the population still till the soil and live in the small rural villages of ancient China.

Man power is both China's weakness and strength. Her tremendous population blocks progress of any kind. On the other hand, it has gradually absorbed and overwhelmed any invader.

Until the Chinese Republic was established in 1912, the Chinese did not care how the emperor rose to power. As long as he was a wise and good ruler and did not interfere with the individual's right to live his life and worship his ancestors, all was well. If he was a cruel tyrant the Chinese people would rise up and kill him and then retire to their homes again. Emperor Wu's military conquests practically doubled the area of China, yet his memory is not respected because he was cruel and called himself a martial emperor. Ch'ien Lung, the conquerer of Tibet, is revered and respected because he was a patron and producer of literature.

The emperor has always had the absolute power of life and death over his subjects. The Chinese have always felt they had the right to revolt against a cruel tyrant. The Chinese proverb, "Heaven speaks as the people speak," expresses this accurately. When the revolution failed, the people returned home and waited patiently for the time when Heaven would speak more successfully.

The different sections of China have been separated

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from each other by bad transportation and communication systems. Many dialects, customs, and systems of law have resulted from this. They could not develop a strong central government doing the things that our government does for us. Instead, the family, the guild, and the village completely regulated their lives. The family has always been the most important social and governing unit. One family might have many of its members in different guilds and villages, yet their loyalty always has been given to the clan or family first. Different members of the family divide the income equally.

Some clans include thousands, even tens of thousands, of relations. All of them respond immediately to the call for aid by any one of their members. Everyone in the family is held responsible for the actions of any of the others. A cruel emperor was punished by murdering the whole family that had produced this one poisoned branch. One mother atoned for her son's theft by swallowing match heads. The senior male member is the head of the family. He absolutely regulates the outside activities of the family. His wife just as completely manages the home life of the women and children. Many times she is a petty tyrant. Often the hardest trial of a young bride is to fit into the new household and to get along with her mother-in-law.

The guilds were organized along trade lines. By means of these, young apprentices are taught all sorts of trade secrets from cooking to jade cutting. These organizations regulate hours of labor, prices, and maintain standards of workmanship. Even beggars found it necessary to combine under a guild and abide by its regulations. Only the farmer finds this form of organization unnecessary and depends entirely on his village authorities for assistance and control.

The village is controlled by the village elders. Many times these elders have been chosen because of their

ability. The Chinese mandarin system made it possible for certain bright people to become educated. Upon passing long, hard examinations, they became mandarins who really ruled China. Thus, Democracy has long existed in China. The village fixes fair taxes, holds title deeds to the land, and metes out personal justice which is fair rather than according to any set law. Villages make treaties with each other and set up boycotts and wage war if necessary.

This strong local government made up of family, guild, and village has worked successfully in a country that has been separated into such widely isolated communities by its lack of an adequate system of transportation and communication.

Before the disastrous rebellions of Tai P'ing and others, China had been ruled by an active and efficient emperor. The last ruler of China had no conception of China's place in the world. She had risen to power by poisoning off all the members of her own family who stood in her way. The old Buddha, or empress, refused to follow any wise advice. She turned a deaf ear to their plea that she build up a modern army to defend China against the world. She refused to take Europe seriously until it was too late. China was further handicapped by a series of disastrous floods which added confusion to an already almost hopeless situation. This combination of unfortunate circumstances prevented any real protest when Europe and Japan approached China from her unprotected side, the sea.

The present republic, inspired by the martyrdom of Sun Yat-sen, has developed a new spirit of China for the Chinese and courtesy to foreigners. They were slowly building up trade, finances, and bank credits which would eventually benefit the Chinese people. The present republic, in order to get into power, promised northern China that it would divide the land confiscated from



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wealthy landowners among the peasants on a communistic basis. Their failure to keep this promise resulted in a revolt in northern China which only the Japanese invasion was able to halt.

The first effect of Japanese aggression was the creation of a national feeling among the Cantonese and others. It quickly died down because the ricksha man and the peasant couldn't see what difference it made to him whether the government was in the hands of China or Japan. The Chinese university students and residents of Canton actively continued to demand a Chinese nation exclusively governed by Chinese. This group has finally succeeded in welding China into a militant nation with but one desire—to defeat Japan.

Seven million Chinese peasants have moved into Manchuria where the Japanese cannot exist, so poor is the soil, and so little can be produced on it. Before the Sino-Japanese War, people moved about a great deal within the boundaries of China itself. All the third-class trains were packed. Busses and steamers were crowded. Still there was no decrease in cart, wheelbarrow, and foot traffic. This movement of Chinese helped break down the old isolation of Chinese villages and built up a national spirit. Trade with foreign countries modernized China to some extent. Since Chinese pigs in Szechwan grew the best bristles for American toothbrushes, steamers on the Yangtze River delivered American kerosene for the lamps of China in return for these bristles. The American use of Chinese dried eggs in cakes, ice cream, and custard made it possible for Chinese peasants to keep a few chickens and sell eggs. In return they purchased American luxuries they would not have dreamed of owning before. The egg gatherers peddled cloth, mirrors, kerosene, cigarettes, rouge, shoes, needles, and thread. Thus the American toothbrush lit up the mud hut of Hung in a Yangtze Valley village. American chocolate-coated ice-

cream sticks provided the modern Chinese girl with mirrors, rouge, and independent modern ideas of life.

The day when one part of China starved while another had plenty because of complete isolation of villages was passing rapidly. China could specialize in farm products and would have plenty to eat. Adequate transportation and communication would weld China into a modern nation which would be able to protect its possessions and govern itself.

The mind power of China has always excelled. A few years ago when the Library of Congress wanted 317 volumes of the classics hand-printed on eight pages of thin paper, they commissioned a Buddhist monastery to do the job. These monks used blocks of wood five hundred years old. Their ancient proverbs show their great wisdom as a people:

"The money maker is never weary,  
The weary man never makes money."

Their gift of imagery and exquisite imagination is everywhere present. The rough Chinese boatmen on the Yangtze call each other "Graceful Rest," "Red Cinnamon Grove," and "Great Treasure of a Drum."

China's art power is renowned everywhere. Her sculpture has been called titanic; her painting is noted for its dignity and interpretive power. Chinese porcelain excels in richness and real beauty. Her softly woven, bright-hued embroidery and exquisite ornaments are sought by all the world.

When Japan opened her doors after watching the western world from her window of Nagasaki, she decided to copy the European ways of government, finance, and war. China believes that Japan lost by this adoption of western civilization. Japan built up debts and taxation while China was stronger financially than she was before. When the new forces of change have fully worked out in

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China, the world may be astonished at the result. A nation that gave the world such inventions as the compass, calendar, and alphabet may become a new world power. The spread of European culture in China may make it impossible for Europe and Japan to continue to levy tribute on China and control its destiny for European advantage as it did at Versailles at the close of World War I.

(Written on the blackboard)

### UNIT VII—WHICH SHALL IT BE—INTER- NATIONAL CO-OPERATION OR BALANCE OF POWER?

Below: the plaque on the terrace wall at the Hôtel National.

#### A LA MEMOIRE DE WOODROW WILSON

PRESIDENT DES ETATS-UNIS  
FONDATEUR DE LA SOCIETE DES NATIONS

#### TEACHER'S PRESENTATION

As the *George Washington* steamed into the harbor of Brest on Friday, December 13, 1918, the sinister prophecy connected with that day seemed to be belied by the greeting extended to President Wilson and his American delegation to the Peace Conference. They had slowly made their way through a double line of gray battleships and destroyers. Marine bands and Presidential salutes lent a festive air to the whole affair. War-torn Europe enthusiastically welcomed this great American leader who had emphasized the justice and rights of small nations. No king had ever been given a more splendid reception. Great throngs of war-weary people in Paris, London, and Rome turned out to see him. The crowd's enthusiasm was somewhat cooled when this same President refused to

visit the battlefields of that war. Their ardor was further dampened by the unavoidable delay in starting the Peace Conference. Throughout this meeting, however, President Wilson, Colonel House, and the group of American experts played a dominant part in all the negotiations.

The one thing which President Wilson wished to gain at all costs was the establishment of some sort of league of nations. He believed that the war had not been brought on so much by an ambitious Germany as by a poorly organized international system. He believed that the old balance-of-power system of treaties between the strong nations would go on creating more wars. Permanent world peace could only be gained by a democratic, concerted action of all nations. Although he had no definite plan, he had some definite ideas of what should be done. The organization must be kept simple. The chief organ must be an executive council, meeting in some neutral nation. If trouble arose the council must interfere and propose a settlement. If this were unsuccessful a commercial boycott would be instituted against the offending nation. As President Wilson explained, "Outlaws are not popular now."

Clemenceau, the Tiger of France, whose biting tongue and ferocious temper made him the idol of France and the fear of many an opponent, was against the League. This fact did not greatly bother Wilson for he had anticipated opposition. As he had expressed it during the voyage from America, "Tell me what's right and I'll fight for it." David Lloyd George, the magnetically brilliant Prime Minister of England, wasn't in favor of the formation of a league either. He was more interested in practical issues. He did not prove a tremendous obstacle because he shifted his position with the wind of English public opinion.

Many critics of President Wilson maintain that he paid too high a price for the League when he gave up long-

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cherished American principles. He failed to mention in the treaty a guarantee of the freedom of the seas to every nation. Again he promised Italy aid in getting the Brenner frontier in the Tyrol, and Japan in getting the cession of China's province of Shantung. As a result of these concessions, the principle of the League of Nations was included in the treaty of peace without a dissenting voice on January 25, 1919.

President Wilson was appointed chairman of an excellent committee to draft a covenant for a League of Nations. This group met in the evenings so that it would not interfere with the council of ten who were formulating the main treaty. Such world-famous political talent as Lord Robert Cecil, General Smuts, Venizelos, and Leon Bourgeois contributed to the splendid document.

Wilson, however, lacked the courage to push through his program. He allowed too much freedom of debate, and precious hours were thus wasted.

Just two days before his departure for America, Fate intervened. Wilson had to meet with the council of ten, and his place as head of the committee drawing up the League was taken by Lord Robert Cecil. Assisted by Colonel House, the final covenant was rushed through the committee. It was hurriedly sanctioned by the conference that same afternoon, February 14. That evening Wilson sailed for America with the document in his pocket. The mechanism of the League is mostly Smuts and Cecil, although it coincides roughly with Wilson's ideas and uses Wilson's terms. Its form was drawn up by the British and American legal experts of C. J. B. Hurst and D. H. Miller.

History records Wilson's complete failure in gaining American support for his League. This professor was unable to educate his own countrymen. Upon Wilson's return to Europe his unpopularity in America had cost him much of his former prestige. He persevered, how-

ever, until he won the recognition of the Monroe Doctrine. His success in Europe was not repeated when he again returned to America. He tried to force the Senate to sanction American membership in a League which they feared would further embroil them in European affairs. The opposition to his plan for world organization was strong enough to prevent American participation, and he had to give up the struggle as his long-overtaxed strength ebbed. Wilson's complete nervous breakdown was followed by serious illness and final death.

The cable address of the league, "Nations—Geneva," once meant a great deal to the modern world. Some fifty-eight nations comprising at least 1,500,000,000 people sent about a thousand representatives to it each year. The best time to have visited the League was in the fall, when the assembly met for three weeks. It was very difficult to get a card of admission at that time.

The League of Nations consisted of three distinct groups. The Assembly was the democratic division. The Council or executive section had both large and small nations represented on it. The Secretariat was a permanent, expert, civil-service body which worked all the year around.

The democratic League Assembly in which each state had a vote became the most important part of the organization. The covenant granted it only legislative power, but as it took charge of financial questions and other difficult problems which the Council did not wish to handle alone, its power increased. The magnetic Eduard Benes of Czechoslovakia was president. It was his winning smile and clear judgment which won so many friends for his country during the Peace Conference of 1919.

The procedure of the Assembly was simple. The order of speeches was all arranged in advance. Should you wish to interrupt the regular order of business, you must send

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a note to the president. He would allow the change if there was time. The different representatives expressed themselves on various subjects. They informed the world of their country's woes. Some of them pointed out how the world should be improved. Some speeches were so endless that many delegates took this opportunity to catch up on some much-needed rest. The representative, Mirza Seyed Bagher Khan Kazemi of Iran, or Persia, had the longest nonstop record in the League for speech-making. It is said that one delegate awoke from a sound sleep while he was talking to find his friend glaring at him. Anyone else would have flushed, but this culprit said, "My friend, I see that you are troubled with insomnia."

At the end of each speech the president said "Traduction," and the interpreter took the rostrum. The two best were Georges Mathieu, a little Swiss, and a Scot, Alex Russell. These men could translate a speech into French or English from a few notes without any loss of the original speaker's gestures or fire. It was said that Mr. Russell translated an hour-long speech reciting China's woes into "The delegate from China says that he comes from a big country which has a lot of problems." If the speech were given in French it must be translated into English. If it were given in English it must be translated into French without extra cost to the nation. If the speech were given in some other language it must be translated into both French and English, and the nation must pay for the cost of one translation.

Some delegates remained during these translations and caught up on their mail. Such a system slowed up the procedure of the meetings. Placing a limit on the length of speeches might have proved a remedy, however. By the third day of the session, most of the important delegates had lost interest and had turned their seats over to substitutes.

## *Problem Solving with the Ninth Grade*

The Assembly had six basic committees on which each nation must be represented. The fourth and sixth committees were the most important, for they handled questions of finance and politics.

There were four permanent seats of Great Britain, France, Russia, and Italy on the Executive Council and ten temporary ones. The latter were distributed among the smaller nations in a geographical way. This body had more prestige than the Assembly. It met four times a year. The problems it considered were so numerous that the detail was done by permanent committees. These in turn depended on the Secretariat, which collected data and attended to all typing and printing.

For years France demanded a strong League. Before World War II she returned to the balance-of-power theory of diplomacy which she had depended upon before World War I. France registered these treaties with the League, however. On the other hand, England had changed her foreign policy. Since the Italo-Ethiopian affair, she did everything in her power to make the League a strong body. Thus circumstances alter cases. When the very source of the Nile and English possessions in Egypt were threatened by an aggressive Italy, England perceived the only check that could be peacefully exerted was the imposition of economic sanctions by the League of Nations.

The United States' connection with the League was inconsistent from the start. As a country, we refused to join it, yet from time to time our citizens participated on committees. Prentiss Bailey Gilbert, United States Consul at Geneva, and Hugh Robert Wilson, United States Minister to Switzerland, made long accurate reports to the United States on the work of the League. A popular Tennessean, Norman Davis, served on the Financial Committee. In 1936 the United States even shared the expenses of the League, paying \$187,667. In comparison



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with Great Britain's bill of \$1,034,000 dues and \$75,800 delegates' expenses, it seemed small indeed.

The record of the League of Nations was a good one. Out of three dozen political problems it had handled, about half had been really solved. Many of these would probably have resulted in a serious world crisis if there had been no international body empowered to consider them. The solution of the Åland Islands dispute between Finland and Sweden in 1921, the Greco-Bulgarian frontier incident in 1925, the dispute between Colombia and Peru in 1933, and the awful crisis between Hungary and Yugoslavia after the assassination of King Alexander in 1934 are some of the major successes of the League. About fifteen attempts to settle disputes failed or were indecisive. The Manchurian trouble, the Ethiopian crisis, and the Iran-Iraq dispute were outstanding among their failures.

As a result of the League of Nations' failure to prevent the Italians' conquest of Ethiopia, they lost the prestige and confidence of the world. Under the leadership of the British representative, Anthony Eden, England vainly tried to force the member nations to boycott Italian goods. In spite of this, Italian vessels were allowed to use the Suez Canal, although it was controlled by a French and English private company.

At the same time that the League was losing face, another nation that had been deliberately barred from its meetings was rising in strength and power. Germany had been forbidden a place in the great conference of the world because the framers of the League had intended that she would never be strong enough to cause another war.

Meanwhile, France and England, fearing that Germany might become Communistic, threw their weight with conservative business interests behind the Nazi movement and allowed Adolf Hitler to gain control.

His rapid rise to absolute dictator of Germany and reorganization of that country into a militant state is well known. Once the League was destroyed, international relations went back to the old diplomatic theory of balance of power.

In April, 1937, Sir Neville Henderson was sent as British ambassador on a special peace mission to Nazi Germany. The British ambassador who had been at Berlin before felt the hopelessness of such a move. England, being totally unprepared for a war, had to adopt a tactful attitude of appeasement. Sir Neville Henderson tells us in his own book, *The Failure of a Mission*, that wherever he met the German people, he was convinced of their desire for peace. Yet they followed a leader who had the faith in Germany that it must not escape its destiny to rule the world. Practically from the cradle to the grave, the men of Germany were regimented into a military machine on call at a moment's notice. Spied upon by a group of Black Shirts, headed by a spectacled and harmless-looking man, Himmler, they were punished by murder and torture in concentration camps.

As is the custom, Sir Neville was received by Hitler and presented his letters of credence. They read to each other friendly little set speeches, and Hitler showed scant interest. Sir Neville wondered at that time what Hitler had which proved such a hold over the German people. His relations with the German Minister of Foreign Affairs, until Herr Von Ribbentrop was appointed, were extremely satisfying.

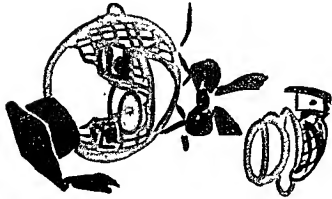
But Hitler had a different plan. His advance into Austria and Czechoslovakia was so easy that this opportunist of Nazi Germany decided to go on into Poland, regardless of the cost. His triumphal successes in France, the Balkans, Greece, and Crete, have set the course more firmly for a turnabout upon his former ally, Russia.

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The fact that one man makes the decisions which set a vicious war machine to work instantly and force war on the rest of the world; whose word is broken as quickly as his opportunities lie in another direction; whose ill-will at being contradicted will cause the murder of his opponents, makes one doubt the sagacity of a diplomacy which places so much power in the hands of one nation, which, in turn, has given it to one man. International diplomacy, when not carried on by a strong league to enforce justice, seems to rely on a haphazard method, which places the individual nation in a position where, when its time comes, it must defend itself alone or with so little outside aid that it is destroyed before any real help can reach it. You might be interested in taking up these questions, as well as others, in a panel discussion.

\* \* \* \* \*

The ninth year is now completed. The youthful student is happy in his school work because no attempts have been made to force him to do things which he felt were too childish. The teacher, recognizing the gradual change as his mind and body developed, made the challenging problems under discussion stimulate his mental capacities. The imaginary situations which were used in the seventh and eighth grades were replaced by real studies of important community and national problems. These aroused his newly awakened social instinct. Crime and unemployment were vital to him because the radio and newspapers publicized them so completely. In addition to these more dramatic themes, he was very curious about the fine arts. He enjoyed opera, painting, sculpture, and music because they appealed to his emotions and sense of beauty. They gave him a new outlet and pleasure because the teacher introduced them in such an interesting way. Vocations became of serious interest. The personal interviews with various types of workers impressed him



The H. 9 <sup>1st</sup>/<sub>11</sub> class  
cordially invite you  
to attend its Social  
Science exhibition and  
tea, on Monday -  
May 21, at one-forty-  
five o'clock in  
room 136.

A talented High Nine class invited their parents to an exhibit of a year's classwork. They found it fun to be the first to use the new exhibit room on the third floor, run the school elevator, and serve cakes from the cooking room across the hall. This was a practical demonstration of how Art, Cooking, English, and Social Science can be voluntarily integrated without any provision for it in the curriculum.

with the need for making his life's work a vocation rather than a job.

Several personalities in this class were reconditioned. Sometimes it required the secret co-operation of the class and teacher to accomplish this rehabilitation. The teacher interested a registry group in a particularly difficult case. This lad was a "Terman genius" (C. A. 13 years; M. A. 20 years) with a hateful, critical personality which everyone disliked. He deliberately boosted other Junior High Schools and ran down his own. He spent his lunch hour walking around the school grounds, eating lunch, reading a book, and speaking to no one. The teacher pointed out to the class that such an antisocial behavior would eventually lead to a fixed personality defect. They agreed to stop badgering him and carry on this helpful experiment with the teacher.

The class then insisted on being nice to him, refusing to take offense at the mean things which he said to them. They elected him as their class president, as their part of the plan. When he presided, he refused to allow any students to be unpleasant in their criticisms. The class forgot the experiment and grew to like the boy. Their continual refusal to quarrel with him or leave him to his own resources gradually brought out other characteristics of a thoughtful, sensitive nature. This process of reconditioning was hastened by the fact that the gymnasium teacher took an interest in him. The lad broke the records in swimming and track. He now advanced to the status of school hero. His personality had changed so completely by that time that he was able to take his laurels with humorous enjoyment instead of sarcastic belittlement. This only added the more to his popularity. He went to high school in another state in the union, a very different boy from the antisocial lad who had entered the ninth grade. He had become a normal boy who enjoyed human companionship and youthful pastimes.

## SUMMARY

### "PERSONALITY DEFECTS"

The master teacher, in order to solve the problems arising from the increased teacher load, must have a psychological understanding of all her pupils. The class may be led to co-operate in reorienting students who have thwarted emotional cravings. Children who are the prey of emotions such as anger, fear, and jealousy can be guided sympathetically. The master teacher can gradually recondition these unfortunate personalities by centering their attention and interest on worth-while goals. Such excesses of emotion trained to express themselves in worthy outlets make strong characters.

*Problem Solving with the Ninth Grade*  
**SUGGESTED OUTSIDE READING**  
**PERSONALITY ADJUSTMENT**

BOOKS

- ALLERS, RUDOLPH: *The Psychology of Character*, New York, 1931.
- BAGBY, ENGLISH: *The Psychology of Personality*, New York, 1928.
- BODE, B. H.: *How We Learn*, Boston, 1940.
- BOORMAN, W. R.: *Developing Personality in Boys*, New York, 1929.
- : *Personality in Its Teens*, New York, 1931.
- BURNHAM, W. H.: *The Normal Mind*, New York, 1924.
- BURGER, W. H.: *Growing Up with Our Children*, New York, 1932.
- CALVERTON AND SCHMAULHAUSEN: *The New Generation*, New York, 1930.
- CANNON, W. B.: *Bodily Changes in Pain, Hunger, Fear, and Rage*, New York, 1929.
- CONKLIN, A. M.: *Failures of Highly Intelligent Pupils*, Columbia University Teachers' College, 1940.
- CONKLIN, EDMUND S.: *Principles of Adolescent Psychology*, New York, 1935.
- DEWEY, JOHN: *How We Think*, New York, 1933.
- DUNLAP, K.: *Habits: Their Making and Unmaking*, New York, 1932.
- ELLIOT, HARRISON, SACKET, AND GRACE LOUCKS ELLIOT: *Solving Personal Problems*, New York, 1936.
- GATES, ARTHUR I.: *Psychology for Students of Education*, New York, 1931.
- GREEN, GEORGE H.: *Psychoanalysis in the Class Room*, New York, 1922.
- GRIFFIN, J. D. M., S. R. LAYCOCK, AND W. LINE: *Mental Hygiene, A Manual for Teachers*, The American Book Company, 1940.
- GROVES, ERNEST R.: *Personality and Social Adjustment*, New York, 1931.
- HARTSHORN, H., MAY M., AND OTHERS: *Studies in the Nature of Character*, New York, 1928-30.
- KNOFF, OLGA: *The Art of Being a Woman*, Boston, 1932.
- KÜNKEL, FRITZ: *God Helps Those—Psychology and Development of Character*, New York, 1931.
- LURIA, A.: *The Nature of Human Conflicts*, New York, 1932.

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- MORGAN, J. J. B.: *Keeping a Sound Mind*, New York, 1934.
- : *The Psychology of the Unadjusted School Child*, New York, 1931.
- PINTNER, RUDOLPH: *Educational Psychology*, New York, 1929.
- PRESCOTT, DANIEL ALFRED: *Emotion and the Educative Process*, Washington, D. C., 1938.
- PRESSEY, S. L.: *Psychology and the New Education*, New York, 1933.
- SCHWAB AND VEEDER: *The Adolescent, His Conflicts and Escapes*, New York, 1929.
- SCHWESINGER, GLADYS C.: *Heredity and Environment*, New York, 1933.
- SEARS, LAURENCE: *Responsibility—Its Development through Punishment and Reward*, New York, 1932.
- SHERMAN, MANDEL: *Mental Conflicts and Personality*, New York, 1938.
- SORENSEN, HERBERT: *Psychology of Education*, New York, 1940.
- TEAGARDEN, F. M.: *Child Psychology for Professional Workers*, New York, 1940.
- VAUGHN, JAMES: *Positive versus Negative Instruction*, Chicago, 1928.
- WALLIN, J. E. W.: *Personality Maladjustments and Mental Hygiene*, New York, 1935.
- White House Conference on Child Health and Protection, Special Education: *The Handicapped and the Gifted*, New York, 1931.
- WITTY, P. A., C. E. SKINNER, AND OTHERS: *Mental Hygiene in Education*, New York, 1939.
- WICKMAN, E. K.: *Children's Behavior and Teachers' Attitudes*, New York, 1928.
- ZACHRY, C. B., AND MARGARET LIGHTY: *Emotion and Conduct in Adolescence*, New York, 1940.

### ARTICLES

- CARTER, H. D.: "Effects of Emotional Factors Upon Recall," *Journal of Psychology*, 1: 49-59, 1935.
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- CASON, H.: "The Learning and Retention of Pleasant and Unpleasant Activities," *Archives of Psychology*, 21, No. 134, 1932.
- GUILFORD, J. P., AND K. W. BRALY: "Extroversion and Introversion," *Psychological Bulletin*, 27: 96-107, 1930.
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- VAN WATERS, M.: "The Child Who Is a Leader," *Survey*, 58: 498-505, September, 1927.

*The Senior High Tunes In on  
Our Times*

## QUESTIONS

### 1

*What is the high-school student's conception of the "Doctrine of the Square Deal"? How is it particularly tied in with grading?*

### 2

*Make a plan of your own for the evaluation of a semester's work for an imaginary class. How would you explain it to your class? What other things would you include in your own "Doctrine of Fair Play" which the text has omitted?*

### 3

*What do students object to in some teachers' assignments? What should the teacher do to make an assignment satisfactory? Plan an assignment of your own and point out the way in which it meets the necessary requirements.*

### 4

*Describe the application of the Socratic method to high-school work.*

### 5

*Why is it important that a student in Senior High School learn to take notes on outside reading? How would you teach a class to do it?*

6

*What method was used in the text for reports on outside reading? What are its valuable features? Could you suggest any improvement?*

7

*When is the lecture justified? Why is note taking on a lecture more difficult than upon outside reading? How can the teacher help the class overcome these difficulties?*

8

*Why should the teacher discuss the books listed in a bibliography with the class instead of merely posting them on the bulletin board?*

9

*Outline a lesson plan containing all the features necessary for an adaptation of a unit of work. Justify your plan educationally.*

10

*How would this lesson plan differ if it were intended for the Junior instead of the Senior High School? Would it be a difference of kind or degree?*

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## 6

### *The Senior High Tunes In on Our Times*

THERE is always a thrill about the first day of school, especially in the fall. The Senior High School students really enjoy their return to work after their long vacation. They are a bit excited, too, as they move about greeting old friends, enrolling in classes, and meeting new students. Part of the fun is surveying the set-up of each class in which they find themselves.

As the teacher glances over a group of upperclassmen waiting to sign up in Economics, she is amazed that these young people, in spite of differences in fashions and manners, are similar to all their predecessors. For the fundamental principle young people live by remains much the same.

The keystone of all their reactions to and judgments of persons and situations is the "Doctrine of the Square Deal." The ramifications of this are many and varied. In order for the teacher to be respected, she must abide by certain rules. She must, at all times, be sincere and honest, giving credit where credit is due. Well-deserved praise, generously given, is as necessary as pointing out mistakes in students' work or behavior.

All mystery should be cleared away in regard to grades. The system of marking and averaging should be ex-

plained carefully at the very beginning of the semester. Making it possible for them to see and understand their records at convenient intervals does much towards improving their work. It is only fair to talk over grades on written work which has been returned. It is only honest for the teacher to admit any mistakes she may have made. The assignment is really a statement and promise of work to be covered, and promises must never be broken. A group of seniors were asked to act on a committee which was surveying the whole question of home study. The young people particularly stressed that it was not fair to expect a student to prepare an assignment which was indefinite or unreasonable. They brought out that teachers held them for material which had not been originally included or properly explained, or referred them to materials which were not readily available. Catch questions of any kind at any time are unfair and rightfully resented. A quiz sprung suddenly creates tension and distrust.

It is unsportsmanlike to carry over discipline from day to day. This smacks too much of bearing grudges. It only alienates the student without being effective, for each day is a new day as far as they are concerned. Censure must be quickly and fairly administered. Constant nagging is futile, for the young people have developed a defense mechanism. The teacher also violates the idea of good sportsmanship when she uses sarcasm, holds individual students up to ridicule, needlessly embarrasses anyone, encourages gossip or tale bearing, spies on students, or plays favorites. So unpopular is the "teacher's pet," that high-school teachers rarely receive gifts of flowers, lest the donor be considered "an apple-polisher."

First impressions are always very vivid and lasting with young people. It is, therefore, important that the first unit be introduced and assigned in an interesting manner. Not only must the title of the *unit* challenge them with the vital need for a real solution, but the ma-

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terial should be significant enough to be worth their further study. In line with this idea, Unit I was called "You and Living," and developed as follows:

### UNIT I—YOU AND LIVING

The Socratic method of developing a new subject by asking questions is an excellent way to introduce this first unit, which really is an overview of a year's course in Economics in a Senior High School. Thought-provoking questions should be so arranged that they will start with the individual student's experiences and interests, and gradually spread over into the more social aspects of the subject. Such a set of questions, based on a hypothetical class setup, can only be used as a general guide. Every class will react differently to them, and the instructor should continually adapt her exploratory queries to their variations in interest, experience, and personality. If the teacher is a master of the subject, this can be accomplished without losing sight of her major thesis.

A series of possible questions follows:

1. Where does the wealth come from that enables you to spend eleven or twelve years of your life attending school?

(This brings up the whole question of the source of their incomes—land, labor, capital, business, trade, investments, inventions, copyrights, finance.)

2. In what ways does the State insure your right to receive and use these incomes?

(This leads to a discussion of laws protecting private property and inheritance, constitutional rights, protection of wages, usury laws, system of courts, laws on contracts, regulation of domestic and foreign trade.)

3. How do you measure your income?

(Now money enters the discussion. This is very interesting and is possible of much ramification—history of money, different commodities used as money, qualities of good money, types of money in United States, inflation, gold standard, New Deal monetary policy.)

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4. Suppose you lack cash; what would you use to purchase commodities and services?  
(Barter and credit are discussed, also banks and other lending institutions.)
5. Explain the statement, "Money is what it buys."  
(This introduces consumption and real income.)
6. Why do you buy certain things instead of others?  
(The subject of consumption, diminishing utility, satiety and variety, and other interesting rules governing consumption can be touched on here.)
7. Describe places and manner in which consumer buys his goods.  
(Markets of different types are introduced under this topic.)
8. What are various things that influence his buying?  
(Advertising of all sorts and consumer education can be mentioned in this connection.)
9. How do you know what to pay for these things? How is this determined? Is it the same in a competitive and monopolistic market?  
(Prices, law of supply and demand, monopolies of various kinds, trusts, may be brought into the discussion.)
10. Where do these goods come from?  
(Domestic goods, foreign trade, tariffs, and other trade barriers naturally follow this question.)
11. What agencies make possible the variety of goods which are not produced in your immediate vicinity?  
(Transportation agencies, communication means, are well known to them.)
12. Indicate some of the problems which arise from the unequal distribution of wealth.  
(Poverty, child labor, crime, all will readily enter their minds.)

The students can now be asked to read and take notes on a current magazine article on some phase of economics as developed during the preceding discussion. This gives the teacher an opportunity to give the class some much-needed instruction on taking notes on any kind of outside reading material. It is astonishing how many seniors in high school have no conception of what real note taking



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involves. Most of them copy the article verbatim or make compositions out of it. Very few are able to write down a few clear, concise statements which they can use as a memorandum for a report on books and magazines. The instructor can easily demonstrate the rough outline method of note taking. Underlining the main topic, indenting the smaller items under it, using phrases instead of sentences, and employing well-recognized abbreviations save time and effort for the student and aid visual memory if the material has to be memorized later.

In this case, the notes are to be used as a memorandum for a report on an article the student has read. The name and date of the magazine must be copied at the top of their notes, as well as the name of the article. This point must be emphasized as young people are generally careless about such matters and do not realize the importance of stating the source of their information. They will develop habits of scholarly procedure if their instructor insists upon it.

Many young people do not know how to use magazine indexes. The teacher can easily show them how to do this if she has a sample magazine index to show them. The use of magazine indexes has the advantages of saving time, developing skill in use of library materials, and of automatically keeping current references up to date.

The following method of checking all outside reading, where no memorizing is done, has proved practical and fair. The student who is called upon comes to the front of the room and announces the name of his article and the name and date of his magazine. If anyone has that identical article, he raises his hand. If three others should do so, the original student knows he must stop one quarter of the way through and call on one of the others. Each one does this, in turn, until the whole article has been covered. Then the teacher may comment on the article or ask various students their opinion of the viewpoint set

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forth by the author. This increases class interest and emphasizes any important points.

Contrary to general belief, young people enjoy reciting and like to receive credit for everything they do. This procedure serves both purposes. It enables everyone having a certain magazine report to recite on it without boring the remainder of the class by repetition. The pupil is marked on whether he has read the whole article with notes or not. Those not having an opportunity to recite hand in their name, the name of the reading, the date and name of the magazine, at the end of the period. They retain their notes, on which they may have a chance to recite at some future date when there are a few extra moments of free class time.

Of course, the whole procedure is based upon the honor system. This is the only practical solution. They will respond, if a spirit of fair play and good sportsmanship has been built up in the class. After all, the practice of a virtue is the only way to keep it alive.

Some material is of such a nature that it requires the adult summary of the teacher to present it. Very often, references are either too technical or meager to enable the student to work through the problem by himself. When such a situation arises, the instructor should avail herself of the fine overview, called the lecture method.<sup>1</sup>

It is necessary to prepare the students for the lecture method. They should be instructed, in advance, to take careful notes as there is a lack of sufficient material of the type that they could use to work out satisfactorily the problem under discussion. The teacher should then demonstrate an efficient method of note taking. The outline form is excellent for this purpose, as it was in the case of outside-reading materials. Underlining and indenting information has the obvious advantage of organizing ma-

<sup>1</sup> Blinn, Arthur C. and Daniel H., *The Teaching of the Social Studies in the Secondary Schools*, pp. 77-83.

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terial in a concise way. The student should be encouraged to use phrases instead of sentences, and abbreviations or well-recognized stenographic symbols. Warning must be given, however, against the use of shorthand for the entire lecture. It entails recopying of the lecture before the notes "get cold" and generally takes the composition form which is difficult to learn later.

It is harder to take notes on a lecture than on outside reading because the note taker is listening to the lecturer as he writes down the information the teacher has already given him. The chief mistake that the beginner makes is to stop taking notes if he loses any of the points. The most difficult thing to do is to train him to be an opportunist—to take down what he can get, leaving a blank space to fill in later during some break in the lecture, or at the end of the period.

In order to demonstrate these rules clearly, the teacher should proceed very slowly on her lecture but never repeat the material, as this would mean dictation. As they get accustomed to her pronunciation and voice, as well as the new medium, she can gradually speed up her talk.

The subject of advertising lends itself very well to the lecture. It is easy to hold their attention upon such a vital, up-to-date topic. The unit—"It Pays To Advertise"—can be carefully worked out in a lecture, covering such necessary points as purpose of advertising, function of advertising, brief history of advertising, a constructive criticism of modern methods of advertising.

A suggestive list of books on some phases of advertising is now distributed to the students, thereby enriching the data presented in the lecture. They are asked to read a chapter in one of these or similar books and report to the class from notes. The instructor indicates that their opinions of these and other books, as well as additional titles of books, are welcomed. In order to bring this reading up to date, the student is next required to read and report

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on a magazine article which treats of some phase of the subject.

After their understanding of the subject has been checked, they are given a questionnaire similar to that sent out by certain advertising agencies. This questionnaire can be so arranged that it brings out in an interesting manner the outstanding rules that govern a good advertisement. The use of color, placing and character of pictures, amount and type of printing media to be used, are included in most lists.

Now they are ready to apply their knowledge in a practical and interesting way. They are encouraged to bring in ads from magazines and criticize them in front of the class. One class felt competent enough to make an ad of their own. Any copy of an existing ad was ruled out in advance. They advertised a real or imaginary commodity or service, drawing their own figures or pasting on cut-out ones that fit their ad. This last enables imaginative students, who could not draw, to participate in the project. The best ads were exhibited and their good points emphasized. This is only one of the many possible projects that a class might enthusiastically embark upon, if the subject is presented properly by their instructor.

Some of the approaches which were used to develop the subject of economics in a vital and interesting manner follow, in order.

### UNIT II—PROMETHEUS UNBOUND

New York City on a June afternoon is a pleasant place to wander about. Rockefeller Center, the most modern group of buildings erected in any city, looms up in the midst of the exclusive shopping district. Radio City, one of the tallest buildings in the world, is dedicated to a wonderful invention—the radio. In the interior court

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near by rises a young Greek figure in dull gold bronze. This triumphant "Prometheus Unbound" is poised above the circle of the world, symbolizing the conquest of nature by man.

Aeschylus, one of the three great masters of Greek tragedy, wrote about Prometheus during the fifth century, B.C., the Golden Age of Greece. He conceived Prometheus as the champion of man against oppression, because he taught men the fundamentals of civilization in spite of the gods' wish to keep human beings in ignorance and subjugation. It is amazing that a Greek playwright of over two thousand years ago saw clearly the spectacle of the slow, painful evolution of man and society. He visioned man as a poor, helpless creature, inspired by the wisdom of the gods, gradually subjugating plant and animal life and other natural resources and forces. His hero, Prometheus, was chained to a high, bleak rock and exposed to the elements as punishment because he gave the knowledge of fire to man, not because he knew it himself. Prometheus speaks across the centuries from stages and books:

"I snatched the hidden spring of Stolen Fire  
Which to men a teacher of all arts  
Their chief resource"

\* \* \* \*

"They (men) muddled all at random,  
did not know  
Houses of brick that catch the sunlight's  
warmth  
Nor yet the work of carpentry. They dwelt  
In hollowed holes, like swarms of tiny  
ants,  
In sunless depths of caverns"

\* \* \* \*

"And I  
Found number for them, chief device of all  
Groupings of letters, memory, handmaid  
True

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And Mother of the Muses. And I first  
Bound in yoke wild steeds, submissive made  
Or to the collar or men's limbs, that so  
They might in man's place bear his greatest toils;  
And horses trained to love the rein I yoked  
To chariots, glory of wealth's pride of state  
Nor was it anyone but I that found  
Sea crossing, canvas-winged cars of ships"

\* \* \* \* \*  
"What arts and what resources I devised:  
And this the Chief: If any one fell ill  
There was no help for him nor healing food,"

\* \* \* \* \*  
"...but for want  
Of Drugs they wasted, till I showed to them  
The blendings of all mild medicaments  
Wherewith they ward the attacks of sickness pore."

\* \* \* \* \*  
"All arts of mortals from Prometheus spring."

When the builders of Radio City chose "Prometheus Unbound" to symbolize the modern scientific world exemplified in Radio City, they were, indeed, wise. They enshrined in the greatest city in the new world a Greek hero, symbolizing liberty of thought and action. This was particularly fitting, because the founders of this nation had insured these priceless rights and privileges to every race and creed within the aegis of the Constitution. Tolerance of all peoples and ideas has helped build a mighty democracy dedicated to freedom of speech, assembly, and religion.

Americans must zealously guard this hard-won heritage of liberty and keep "Prometheus Unbound." This can be accomplished only by using reason, free from prejudice, in solving the many problems which necessarily arise in a complex modern civilization.

America has reached the industrial stage in the economic evolution of society. Other nations have been less fortunate, either from lack of resources or because free-

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dom of inquiry and research are penalized. The savage, pastoral, agricultural, and handicraft periods still predominate in certain sections of the globe. There are many fascinating books describing how these less advanced people live. I will now give you a bibliography compiled from the books which preceding students have particularly enjoyed.

(The teacher then explains her bibliography to the class, giving a summary of each book so that the pupils may copy down the references in which they are especially interested.)

We will then work out a chart covering the outstanding characteristics of the economic evolution of society.

(Written on the blackboard)

### UNIT III—CONSUMPTION

"Jack Sprat could eat no fat  
His wife could eat no lean;  
And so betwixt them both,  
They licked the platter clean."

#### PRESENTATION BY TEACHER

The varied nature of man's wants is one of the most important things to be considered in connection with the consumption of goods and services. Unfortunately, these tastes do not supplement each other as nicely as in the case of Jack Sprat and his spouse.

The traveler crossing the continent from New York to San Francisco in the summer sees corn growing everywhere. He reads in his newspapers that the market is glutted with corn, and the prices are again declining below a profitable level. The scientist is doing his best to use up this surplus in other forms such as syrup and oil. The government passes measure after measure on crop control and price-fixing. Yet, the problem of overproduc-

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tion for a profit is still unsolved. If the European or Oriental people would only learn to use corn, or if a system could be devised by which the surplus could be distributed to the undernourished inhabitants of the world, the problem of overproduction would be near a practical solution. What is true of corn applies also, in some degree, to all surplus commodities.

Overproduction for a profit is a modern phenomenon. Before the eighteenth century, famines recurred every ten years for lack of the very surplus which gluts most American commodity markets. With the Industrial Revolution, scientific farming developed. This resulted in the increased supply of food, wool, cotton, and leather. As production of wealth progressed during the last two centuries, standards of living rose. Luxuries were made abundant and cheap enough to become necessities for most of the population of Europe and America. Yet, this increased demand was not sufficient to absorb at a profit the excess supply made possible by the Industrial Revolution.

As life became more complex, new factors influenced man's choice of goods. Producers had to struggle more and more to gain the consumer's attention and arouse a desire intense enough to result in a sale of their particular commodity. The modern consumer, beset on all sides by all sorts of devices for salesmanship and propaganda, hearing and seeing advertising wherever he goes, has thrown aside what science of spending he had previously practiced.

Fashion has further confused the situation and contributed to the problem of overproduction. When slimness became the vogue, it seriously upset certain markets. Any slimming diet prohibits starch, sugar, and most of the dairy products. As women do most of the buying in the United States, this diet directly or indirectly affects the men. Cotton and wool felt the influence of this new



trend also. These fabrics do not cling to the figure as silk or rayon do, and so are discarded. Manufacturers of these textiles have put up a valiant fight, however. The cotton interests have instituted cotton-goods week, send out information on styles and advantages of cotton, and even enlist magazines like *Vogue* and *Harpers Bazaar* to devote a whole issue to the subject. Woolen producers have tried to weave finer and lighter-weight woolen goods such as Queen Elizabeth, of England, wore in New York City. Again and again, designers have tried to introduce more numerous and voluminous clothes. Doctors have repeatedly warned the public against wearing insufficient clothing. Still, slimness reigns supreme, and the producers of wool and cotton face an overproduction which is obviously underconsumption.

Satiety is another important subject to take up in any discussion of consumption. The modern individual reaches the point of satiety faster than any member of a previous generation. His whole social life reflects this boredom and constant demand for change. A popular song which used to sell for years now loses its market after a few weeks. It is literally sung to death over the radio, in the ballroom, and in night clubs.

This satiety affects clothes, too, for consumers do not want them to wear a long time. They prefer fashionable things which will not last beyond the short season for which they were bought. Cars, radios, amusements, furniture, even houses, feel this touch of early obsolescence. This results in much waste and lowering of standards in most fields of production.

And yet in all this confusion there are definite psychological and economic laws which govern consumption as they have always done. Before we study these laws, would you like to read some current magazine material on consumption and other related subjects? If so, I can give you some interesting topics covering different phases of it.

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(To be placed on the blackboard)

### UNIT IV—MARKETING

"To market ride the gentlemen

So do we, so do we.

Then come the country boys,

Hobbledy gee, Hobbledy gee.

First go the ladies nim, nim, nim;

Next come the gentlemen, trim, trim, trim;

Then come the country lads gallop a trot."

### UNIT APPROACH OF THE TEACHER

The fair is one of the oldest forms of marketing in the world. In Anglo-Saxon England, towns grew up on market sites where agricultural products made up the great part of goods exchanged. Medieval fairs were held as often as every three months in some English towns. They were always controlled by a private person who was granted a monopoly. No merchant for miles around could buy or sell except within the fair grounds during its duration. The business of the town itself was subordinated to the affairs of the fair. The task of keeping order and insuring honesty was given to a group of officials appointed by the proprietor of the fair. In fact, a court was in continual session during the time of the fair, and it rendered swift and ready justice. This was called the court of "Pie Powder," and the officials acting on it were under a law known as "Law Merchant." This was less rigid than the common law of England.

The medieval English fair was located in a large field outside of the town. Exhibitors rented booths or land to sell their goods either in their own buildings or out in the open.

The French fairs reached their greatest development during the end of the twelfth and thirteenth centuries. The most famous and important ones were located in the

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District of Champagne, which became the greatest market of Western Europe for over a century. This section of France not only had the advantage of being on the transverse road from Flanders to Italy but enjoyed prosperity under an excellent, stable government. It became the greatest meeting place of merchants and professional traders from all over the world, especially Italy. Fairs grew up at every crossroad in this part of France and were often situated only a few miles apart. There was one at Château-Thierry and another at Reims. The six most important ones were so timed that one ended as another began. All of them were excellently managed. Each one started with a week reserved for reception of goods. Sales began in the second week and were divided into the three following successive series:

- (a) Sale of Cloth (sale of textiles);
- (b) Sale of Cordovans (sale of leathers and furs);
- (c) Sale of Weighed Goods (spices, dyes, and other small goods sold by weight).

Two weeks before the close of the fair, all dealing was discontinued and debts were paid.

The counts of Champagne, who levied fiscal dues upon the sales in each of the fairs of their district, organized a police force—"guards of the Fairs." Their duties were to maintain the "Peace of the Fair." Their duties were to the fairgrounds, they protected the merchants and their wares, enforcing rules and deciding disputes. Their tribunal for dispensing justice was called the "Court of 'Pied Poudre' (dusty feet)."

At the end of the Middle Ages, fairs began to decline, and markets replaced them. These markets had, in many cases, existed before fairs came into vogue. The markets were better suited to new conditions. There were many more of them than there had been fairs. Not every town had a market, however. The privilege of having a market

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was the result of a special grant made to the town government or some lord or abbot. The grant stated the rules governing that particular market. Some were held for two days every fortnight, others a few days every month. Tolls for the privilege of selling therein were paid to the person or corporation that owned the market. There was not much trade elsewhere in the town when the market was open, although there was no legal restriction on such trade. The products of the surrounding country were generally marketed in this way. Usually, certain things were sold by weight on one day and certain other things by measurement on another day. It meant an increased population in the town which was fortunate enough to have a market. The owners of the market made profits from tolls on goods sold as well as from rentals of grounds and stalls and for use of weights and measures. In time, permanent buildings were erected as those of Covent Garden in England.

The fairs have had quite a revival in modern times. The exposition in 1915 in San Francisco set a new high standard for achievement and beauty. Since then, fairs have been lavishly staged in Chicago, San Diego, Treasure Island in San Francisco Bay, and the World of Tomorrow in Flushing Meadows outside New York. The last two were built in areas reclaimed from swamps or shoals. San Francisco made a plan for the whole fair as in 1915, and exhibitors rented space in these buildings. In New York, each exhibitor erected his own building according to his taste. Both great cities benefited by the flood of visitors that came from all over the world. The great metropolitan areas surrounding the cosmopolitan cities of New York and San Francisco were crowded with tourists attracted to those places by the fairs. In fact, many people took advantage of the low railroad fares on exposition specials and visited both fairs. Most of these travelers supplemented their days at the fair with sight-seeing tours of

the near-by country. They feasted and danced at the great hotels, night clubs, and foreign restaurants found in such great numbers in these two fascinating cities. These fair-goers also patronized the interesting shops and various theaters, thus adding further to the wealth of the community.

This was particularly true of San Francisco's Chinatown, the largest and most colorful Chinese settlement outside China. The Chinese concession at Treasure Island merely aroused a desire to see the real thing. Wise Chinese merchants and restaurateurs welcomed the throngs of friendly and sympathetic visitors who generously and appreciatively patronized their wares. On one occasion, the *Empress of Britain* had to delay her sailing for several hours because most of her round-the-world passengers were somewhere in Chinatown, caught in the thousands of people who jammed the narrow streets on the night of the first Chinese open house or Rice Bowl. During the three days set aside for this charitable event, the wearer of a fifty-cent badge could wander about through beautifully decorated streets and narrow alleys crowded with Chinese dressed in gala native attire and enjoy the parades, street shows, shops, and restaurants. More thrilling still, they were admitted to the exquisitely furnished meeting places of Tongs and Secret Clubs which very few Occidental people had ever had the rare privilege of entering. The Rice Bowl has become an annual event looked forward to by thousands.

Will the interest in international fairs continue in spite of the financial failures of the two San Francisco fairs and the one in New York? Will this country content itself with the real country fairs, rodeos, and historical festivals advertising the products of the district that sponsors them?

What other forms of marketing can you describe?  
Can prices be controlled in these markets? Are at-

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tempts to fix prices new? What are some recent examples of price-fixing? These and other questions will be answered in our study of the topics:

- (a) How prices are determined in a competitive market.
- (b) How does a monopolist fix prices?

(To be placed on the blackboard)

### UNIT V—PRODUCTION—CREATION OF UTILITIES

"The world is so full of a number of things

I am sure we should all be as happy as Kings."

Robert Louis Stevenson

#### OVERVIEW OF THE TEACHER

So rapidly did engineers, chemists, and other scientists apply their knowledge to industry after the Industrial Revolution that the world was flooded with a tremendous number and variety of products which most people were able to buy at reasonable prices. Large-scale production, based upon the mechanization of industry, made it possible for manufacturers to sell their products to the mass of the people at ever-decreasing prices.

Queen Elizabeth, in all her glory, could not enjoy the things that almost every commoner has at his command today. Men and women with very simple standards of living lead more interesting and comfortable lives than the extravagant kings, Louis XIV and Charles II.

And yet we are not all as happy as kings because the machine has become man's master instead of his slave. Society has not controlled the mechanization of industry intelligently enough to avoid its evil consequences. Labor, assisted by machinery, should have been freed more and more to take part in leisure pursuits, cultural and otherwise. Instead of everyone being employed fewer and shorter days a week, some work long hours, and others suffer from technological unemployment.

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The whole problem of mechanization of industry, where it is cheaper to install machines than hire laborers, is a serious one. In 1932 the Technocrats predicted the disintegration of the whole social system by 1934, unless their particular scheme for reorganization of government, society, and industry was adopted. They pointed out the replacement of man by machines and the consequent increase in output. The new age of production they maintained began in 1800 with the application of steam and resulted in an increase in man's output of nine million times during 130 years. They proposed to increase man's leisure by employing only those between 25 and 45 years of age and for only 660 hours a year. Of course, everyone within those age brackets would be put to work under their system, and every active worker was guaranteed an *equal* wage measured in energy-units rather than money. Those who could not work would also receive a return. These wages would have to be spent every month like a railroad commutation ticket.

Those opposed to Technocracy tried to prove the beneficial character of machinery and the gradual absorption of men by the machine process. President Hoover's "Research Committee on Recent Social Trends" offered scientifically collected data that up to 1930 the falling-off in the number of factory jobs available in established industries was accompanied by an increase in the number of jobs of other sorts, especially in clerical, selling, professional, and personal-service fields. The Department of Commerce Statistics in the United States proved machines had produced more jobs as well as goods. From 1919 to 1928, technological unemployment in older industries had been offset by the demand for workers in new ones. The widespread dissemination of these facts, the failure of the Technocrats' prophecy to materialize, and the realization that this was theoretically based on Communism, reduced the whole movement to an insignificant

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one, whose activities are rarely publicized. Their only economic contribution was that the Technocrats' dramatic and interesting presentation of the old problem of man and his relation to the machine caused nation-wide interest and heated discussion of this important topic. All this debate in magazines, books, radio, and on lecture platforms clarified the problem and inspired a renewed scientific attempt to solve it.

The fact that "the machine makes goods cheap and men dear" has been proved conclusively by the famous lecturer, Mr. Geoffrey Morgan.

Of course, all of us can name numerous kinds of industries which did not exist a few decades ago. Almost all of these forms of production are highly mechanized and require skilled men to install the apparatus and keep it in repair. In fact, the more complicated machinery becomes, the more there is need for mechanics who know how to fix it or replace worn parts. Even our homes feel this change. Everyone knows how much servicing is required to keep running electric refrigerators, washing machines, stoves, cake mixers, and other cooking apparatus, as well as air-conditioning units and elevators.

The most unskilled man is called upon to handle machinery of some sort in the course of his work, unless he lives in some backward community where hand tools still prevail. If he cannot fix this mechanized equipment, or spoils it while he is using it, or presses the wrong button, he is fired, and a better-trained man takes his place. Thus, we see that ultimately the unemployed will be comprised mainly of the unemployable and the unskilled. The modern machine process has very little place for them, unfortunately.

The use of land, labor, and capital by the businessman in large-scale production is the only way that comforts and luxuries can be made cheaply enough to come within the range of most people's pocketbooks. Yet, we will not



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all live like kings, nor be happy, as long as several million Americans are left out more or less permanently from the opportunity of earning a decent living.

Would you be interested in reading about the way in which things are produced? If so, there are many magazines readily available. Perhaps some of you are already adept in the use of a new mechanical device and could give us a demonstration of it.

### UNIT VI—THERE IS DIGNITY IN LABOR

#### PRESENTATION BY THE TEACHER

Labor is distinguished from pleasure by the economic end involved. Innumerable examples can be cited of different kinds of pleasure which require more expenditure of time and energy and involve greater danger and discomfort than similar lines of work. The amateur sportsman, athlete, and entertainer of every sort is, as a rule, less skillful and more wasteful of nervous and physical strength than his professional prototypes. The fact of an economic motive makes all the difference. The laborer carries on his task for an economic reason, and the pleasure seeker has no other motive than enjoyment.

Everyone who applies his physical or mental powers to natural resources with an economic end in view is a laborer. Many professional and artistic people are quite disconcerted when it is brought to their attention that they are classified as laborers. The stigma which is attached to ordinary everyday work has a long history behind it. During the hunting and fishing stage, barbarians made a division of labor between men's and women's occupations. Women were assigned less interesting drudgery, while men reserved for themselves the exploit type of endeavor—namely, war, hunting, sports, and devout observances. In spite of the indispensable character of

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his work, the barbarian did not look upon it as labor. This distinction between exploit and drudgery was based upon differences in the sexes. Hunting and warfare required the size, agility, and ferocity of the male. It was natural that women should carry on the other tasks, while the man was on the trail. The fact that women were captives and later property of the men contributed to their inferior position and reflected indignity on the things they did.

The agricultural community offered the best conditions for the growth of slavery. Greece enslaved men and women captured in war. There were five to six slaves to every freeman in Greece. They were well treated, as a rule. These slaves not only performed menial tasks but were the skilled artisans, tradesmen, businessmen, merchants, and professional men of the community. Socrates was one of the few slaves honored by being given his freedom. Roman slaves were less fortunate. During the third and second centuries before Christ, the Roman landowners worked their slaves to death. The supply was plentiful and cheap because of the Roman conquests of the time. Sometimes Romans were enslaved. St. Patrick, a young Roman citizen of the province of Britain, was captured near his father's villa by a band of pirates. The sixteen-year-old lad was taken overseas and sold to a petty Irish king, a Druid, who made a swineherd of Patrick for six terrible years. In Ireland, at that time, a master could order a slave to go out to kill a man, and the slave would have to obey. After harrowing experiences, Patrick made good his escape and reached his relatives in Britain.

In feudal Europe the distinction between classes was rigorously observed. Warfare and the priestly service were reserved for the upper classes, and industrial pursuits and manual labor were left for the lower classes. The division of labor on an English manor in Henry III's reign shows how the accident of birth determined your

lifework. The nobleman or knight went through a long course of training for his position. He was not only a professional soldier but acted as judge, chief of police, and administrator of the affairs of the countryside. The knight protected churches and monasteries, travelers, and wandering peddlers or merchants. The lord of the manor encouraged music, poetry, and storytelling, although he scorned reading and writing as effeminate arts. He had certain officers who helped him in his clerical works.

The working class on the manor was divided into freemen, villeins, and serfs. The division between these three classes was more distinct on the continent than in England. The freeman paid a fixed rent to his landlord, the noble, for the land given to him for cultivation. The term of the freeman's land tenure was definite. Lands could not be taken from him nor rents raised without his consent. The villein was subject to the will of the owner of the manor. In return for certain work performed for his master, the villein received the produce from the land he cultivated. He could not leave the manor without permission nor advance to a higher position. A saying of the Middle Ages, "Once a villein, always a villein," emphasizes this fact. Below them were the serfs, who were bound to the soil. This form of servitude replaced slavery because it was cheaper and better suited to the times. These serfs were personally dependent on their master. They could not even marry without his permission. At best, their lot was a sorry one.

For some time after the Industrial Revolution, the factory owner looked upon labor as a commodity and treated laborers in an inhuman manner. Gradually, employers of labor have been brought to a realization that the human being cannot be separated from the labor he does. They now acknowledge that good wages, decent working conditions, and better hours bring more than an equal return in finer products put out by an efficient, contented work-

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ing force. Cheaply paid, badly treated labor is dear labor in the end. Education of employers, intelligent public opinion, and protective laws have done much to raise the American worker to a higher standard of living and dignity in the community.

\* \* \* \* \*

The teacher and class working together formulated the following outline of the subtopics to be studied under the main unit—"There Is Dignity in Labor."

Population is the source of the actual and potential supply of labor. We will then study the two main problems connected with population:

- (a) The Family—the simplest form of society capable of maintaining itself.
- (b) The City—today and tomorrow.

## UNIT VII—ANTAEUS, SON OF EARTH

### PRESENTATION BY TEACHER

In economics, the term land, or earth, is used to cover not only the surface of the soil but the climate and all the natural resources in the land or on it. The inherent qualities of land are most important in the extractive industries—lumbering, mining, fishing, and farming of all sorts. The Greeks recognized the significance of land. In a Greek myth, Hercules found he was losing his fight with Antaeus because the giant son of Earth grew stronger every time he touched the ground. Finally, Hercules overcame Antaeus by holding him suspended in air and killing him there, where Mother Earth could not come to her son's aid.

During the nomadic stages, namely the savage and pastoral periods of man's economic development, broad tracts of land were owned by the tribe rather than the

individual. These nomads required a great deal of land, because neither the hunter nor the shepherd, tending his flocks, could use it intensively. During this time man had very little control over nature. The savage community starved if game became scarce, while the flocks died during the Pastoral Age if the weather conditions should spoil the grazing land.

When men had added control over plant life to domestication of animals, they were able to use land more intensively. This intensive use of land enabled people to live on smaller tracts of land and build permanent homes. As a result, individuals bent every effort to acquire a section of land for themselves. This struggle for possession of landed estates became very keen because of the scarcity of good lands. Feudalism, a system of land tenure, spread throughout Europe during the Middle Ages. It became the basis of the government and society of the times. The system of primogeniture, which still persists in England, has as its purpose the keeping of large estates intact and the perpetuation of a landed aristocracy.

Some years before the French Revolution, the physiocrat Quesnay expounded his philosophy to a world ready to experiment with new ideas. According to this theory, everything of any significance came from the soil. Land was not only the source of all value but the fundamental basis of government. Moreover, the physiocrat held the theory that the right to revolt was rooted in the land. This philosophy had a great influence on the course of the French Revolution. The real estate which had been confiscated from the Church, the Crown, and the nobility of France was used as a security behind the revolutionary government's paper money—the assignat and mandat. Many emigrés' estates were confiscated while the noblemen were still on their premises. This money became worthless, not only because of its flagrant overissue, but because real estate cannot be sold quickly to any advan-

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tage and, therefore, makes a poor security for any form of money.

America was settled by Europeans who had seen those who owned land dictating politically, socially, and economically to those who did not possess any. These land-hungry people pushed on across the North American continent rich in natural resources. They built a great nation where land is owned by many individuals instead of the few. There are still more farming areas in the United States than industrial and commercial centers. Unfortunately, these pioneers wasted many natural resources in their progress towards the Pacific because land was so cheap and plentiful.

For generations farmers in certain sections of the United States have insisted upon raising a single crop year after year on the same land. The unshakeable belief in the merits of the one-crop system resulted in the gradual destruction of the fertility of the soil by the Southern cotton and tobacco planters and the creation of a Dust Bowl problem. It has proved equally difficult to rehabilitate the worn-out plantation of the South and the wheat and corn-growing prairie lands of the Middle and Southwest.

The westward trek of jalopies carrying destitute farmers and their families to the more fertile lands of the Far West has finally reached overwhelming proportions. Small rural communities in California have to cope with the problem of absorbing this sudden increase in population which is beyond their financial ability. Immediate place must be made for the wanderers' ill-educated, undernourished children in the crowded rural schools because of California's compulsory school law. The provision of sanitary, decent housing for such a large number of migrants taxes the resources already depleted by the long depression.

It is outside the realm of possibility to make all of these

migratory farmers self-supporting. The low prices which have been paid for farm products over a long period of years makes it impossible for farm laborers' wages to rise above a bare subsistence level. In fact, the competition of these newcomers tends to reduce further the price of all farm labor in the Far West. California has opened reclaimed irrigation lands to settlement. Even then there are too many of these impoverished people to be established on land of their own and thus enable them to work at the only thing they know how to do. The few cities have proved of little assistance in the solution of the problem. The city is not only crowded with unemployed, but urban communities have never fully realized the economic fact that what affects the farmer influences the city dweller.

The modern city is dependent on the wide stretches of farm land near them for its prosperity. New York was just another small town until the Erie Canal linked the rich Northwest with this seaport. The interdependence of the urban and rural communities cannot be over-emphasized. The antagonism between the farmer and the city dweller, rooted in centuries of jealousy, prejudice, and misunderstanding, has obscured this fact. The lack of co-operation and the present constant friction between city and country must be overcome if America is to return to a lasting prosperity. If the farmer cannot make a decent living, he will leave his ranch and migrate to the city, swelling the ranks of the unemployed. Only a small amount of our products from the cities are sold abroad, yet we do nothing about improving our markets in the country districts. City dwellers do not face the fact squarely that any loss of purchasing power, due to lack of prosperity of the farmer, reacts on the city in closed factories and unemployed men. This curtailment of sales in the rural districts may lead to general depression.

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We will now work out together, with the aid of books and current magazines, the history of American agriculture and the agrarian policies of the United States Government. Some of the modern rural problems and suggested remedies will be discussed, such as tenantry, use of farm surpluses, reciprocal trade agreements, and scientific research on new uses for farm products.

### UNIT VIII—CAPITAL—THE INDISPENSABLE PART IT PLAYS IN PRODUCTION

Capital has been defined by the economist as anything which comes between the bare hand of the man and the natural resources on which he is working. Labor without any of these things would be in a far worse position than that well-known hero of fiction, Daniel Defoe's Robinson Crusoe. Probably this situation never arose because man has always been ingenious enough to fashion some sort of tool to meet his needs.

The transition from a state of savagery to a pastoral community has always been the most difficult one to accomplish. The barbarian uses things very much in the form he finds them and consumes goods as fast as he acquires them. He is rarely able to save any surplus because he needs everything he gets for maintaining a bare existence. Yet, it is essential that he accumulate surplus commodities in order to have time and materials to spend in fashioning the devices and working out the productive processes which will enable him to emerge from savagery. Sometimes nature is so niggardly that man cannot rise above barbarism in spite of his greatest efforts. The United States Government made it possible for the Eskimos to become herders instead of hunters and fishers continually faced by starvation. The United States Government gave the Eskimos a small herd of reindeer. At the end of a few years, the Eskimo returned the number



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of reindeer he had originally received and kept the increase as a nucleus for his own herd. Thus, a modern, civilized community loaned some of its surplus to a savage group and enabled them to enter the pastoral stage.

The Industrial Revolution added machinery to the tools already developed in earlier stages of man's economic evolution. Capital grew enormously as a result of the application of science to the productive process. This rapid growth of wealth and the demand for capital goods of all sorts necessitated the modernizing of already existing agencies for the accumulation of surpluses and the creation of new ways to collect and invest everyone's savings.

I think you will find a practical use in your adult life for the material which we will develop in connection with our topic—"Investigate Before You Invest."

### PROCEDURE

*Outside reading* in books and magazines has proved to be too technical and dull for use in developing the whole subject of "Investment of Capital." For that reason a class-period lecture on the meaning and value of investment and the agencies through which these investments may be made will start the class on the subject in a manner which interests them and yet sets up a background for the more detailed questions on the text and any projects on which they may desire to embark. Some classes have enjoyed the following type of project. Under the guidance of the class chairman and teacher, they planned a dramatization of the modern stock market. A committee was appointed by the chairman to visit the local Stock Exchange and report their findings back to the class. Another committee studied the procedure of the New York Stock Exchange, while still another group used this information to plan their project. This careful

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preparation made the activity as accurate as possible. When the whole task was finished, they remarked that they now had a much more concrete idea of the whole system of investment. A panel could easily be organized instead of the dramatized project, although most students do not enjoy it as much.

Insurance should be studied as another very important phase of investment. Most young people are very much interested in this field not only from the angle of placing of this capital in profitable ventures but also as a very lucrative form of vocation. Outside reading is of very little value here, because it is generally technical and boring. There is an excellent high-school text, *Your Personal Economics*, by Augustus H. Smith, which devotes a number of chapters to a detailed discussion of the many types of insurance now offered in the United States. He also gives the student practical guidance on the type of insurance to buy. This text makes a fine, understandable basis for memorized work.

### UNIT IX—BUSINESS LARGE AND SMALL—ITS FORMS AND HOW IT FUNCTIONS

In early days "entrepreneur" was the name which was applied to businessmen. This word meant an adventurer who undertook risky ventures for the chance of large gains. The story of the Hudson's Bay Company, *Gentlemen Adventurers of England Trading in the Hudson's Bay*, chartered by the Grace of God and the Royal favor of Charles II in the year of our Lord, 1670, is one of the most romantic and thrilling tales of a great corporation's conquest over a vast northern wilderness. The King granted this huge tract of land extending from Labrador to the Rocky Mountains to his first cousin Prince Rupert and his friends.

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In 1665, Sir George Carteret introduced two disgruntled French *coureurs de bois*, namely, Pierre-Esprit Radisson and Médart Chouart Grosseilliers, to Charles II. Prince Rupert, ex-cavalryman and scientist, was much more interested than the King in these French trappers' stories of the fabulous wealth to be made from furs, for fine fur has always ranked in the same class as lovely jewels, both having been a badge of royalty and prominence. For centuries the search for beautiful furs had lured explorers across trackless wastes and unknown seas. Most of North America was settled by men and women seeking political and religious freedom as well as economic self-betterment. Their early settlements, however, could not have existed very long without the pelt of the little brown beaver which paid for the things they imported from Europe while their own industries were getting started. European monarchs could not have financed men like Champlain, La Salle, Marquette, and Joliet, if it had not been for the very lucrative fur trade that went hand in hand with their explorations. This trade lasted longer in French North America because the French generally did not progress beyond the hunting and fishing stage. The English, on the other hand, almost immediately made settlements, cutting down the trees and destroying the animal life in the forests. This resulting loss of food supply and fur to trade with caused continual Indian wars.

There is little doubt that Prince Rupert fully realized the value of this great fur-trading area. Year after year, fate seemed to put off the founding of his company in spite of all his efforts and enthusiasm. The dreadful plague of 1665, followed by the great fire of London in 1666, and the invasion of the Thames River by the Dutch Fleet in 1667 prevented anyone planning an expedition to Canada. In 1668, Prince Rupert persuaded Charles II to send out a small vessel, the *Eaglet*, with Radisson in com-

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mand. Rupert's friends financed another ship, *The Non-such*, with Chouart in charge. The latter brought back a rich cargo of furs in 1669, which delighted Prince Rupert and his colleagues. In response to France's indignant protest against this invasion of her territory, Charles II established the Hudson's Bay Company. The charter gave this corporation a right to rule the inhabitants and monopolize the trade. Its duties were to explore their domain for precious metals and search for a passage to Asia. In return, they were to pay the King two black elk and two black beaver whenever he should enter their territory. King George VI was the first reigning monarch to visit Canada.

These "Gentlemen Adventurers" included some of the greatest names in England at that time. They ruled a vast domain as "Lords of the North," where settlement was discouraged forcibly if necessary, in order to insure the continuance of the fur trade. The stockholders in Prince Rupert's enterprise netted 200 per cent profit on their capital investment in a single year. They extended their activities from the Arctic Circle to Sacramento, California. Glen Rae McLoughlin's son-in-law went ostensibly to buy beef, hides, and wheat in San Francisco but actually to negotiate the purchase of California from the Spanish. He failed in his mission because of a love affair in which he became involved with a Spanish girl of high estate. Later the company wanted to buy Alaska from the Russians but for some reason changed their minds.

The Hudson's Bay Company survived a bloody struggle with the French and a long-drawn-out guerilla warfare with the Scotch Northwest Company from 1789 to 1820. Their record is unparalleled in history. A mere handful of whites not in excess of two thousand up to 1821 literally conquered a continent. They used every kind of weapon including poison in their fight to keep their

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great game preserve free from competitors and settlers. They cleaned out the fur in one area because they foresaw the movement into Oregon and the gold rush into California. McLoughlin, the greatest governor the Hudson's Bay Company ever had, lost his position because he befriended the Oregon settlers who poured overland, half-starved and roofless. Thus ended the rule of a benevolent despot whose picturesque figure became well known after his banishment to the United States. Although he was married to an Indian, he was extremely careful in his dress. He wore a black suit with a silk-lined cape and a high white choker and carried a gold-headed cane.

At last the settlers won out against this powerful company. In 1859, Queen Victoria joined her plea with the demands of Canadian pioneers to protect them from the ruthless persecution of the Hudson's Bay Company. In May, 1870, some two hundred years after its foundation, the Hudson's Bay Company lost its monopoly, and its domain became the property of the Dominion of Canada. The Hudson's Bay Company still trades in fur and other products over a vast territory and sells its furs all over the world.

*Modern businessmen are not such romantic figures as the men who directed the destiny of the Hudson's Bay Company through its thrilling career of two hundred years. Whether the businessman is an individual owner, or joined in a partnership, or incorporated, he still takes the risks which are an integral part of any business venture. He organizes land, labor, and capital in order to make a profit. In this process he performs certain functions which are indispensable for the continuance of production and exchange. As markets have expanded and mass production has increased, the corporate form has gradually replaced more than half the partnership and individually owned firms. These will never be entirely supplanted because certain types of industry and com-*

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merce are more profitable when run on a small scale under personal supervision. In the last decade, the co-operative has had some success in marketing because of the encouragement of the New Deal. This form will never be of great importance in America because it does not fit into the system of production and consumption in the United States.

In the latter part of the nineteenth century, corporations decided to combine instead of destroying each other by cutthroat competition. The forms these combinations took constantly changed to fit the needs of business and the dictates of the law. They gave up the pool for the more closely organized trust with its board of trustees directing the policy of the various concerns belonging to it. The interlocking directorate and then the holding company superseded the trust, because these types of organization were more efficient and within the law. Finally, the merger was worked out as the ingenious magnates attempted to combine and stay within the law. Meanwhile, the government's policy had changed from that of "Busting the Trust," before 1914, to regulation of combinations, destroying only the bad ones. The modern legislator has come to a realization that the economic law, "where combination is profitable and possible competition cannot be enforced," applies to all large-scale enterprise as well as to the natural monopolies—the public utilities. The general spirit of modern regulation has changed to the protection of the small businessman's right to engage in industry and commerce. The new laws seek to insure his free entrance into any kind of business on an equal footing with his larger and often longer established competitor.

Small businesses will survive best in the fields where personal services are demanded or in industries where personal direction is essential. There will always be small concerns where the goods are highly specialized or if the

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market reached by one business unit is necessarily small. The size of the manufacturing plant is also decidedly limited if it is difficult to assemble raw materials in any large quantity. Moreover, size does not necessarily mean strength. Due to the law of diminishing returns, small men are able to produce an article more cheaply than their overgrown competitors whose overhead expenses are absorbing their profits. In fact, many large industries were hampered by their unwieldy size and corporate form of organization during the depression of 1930-35, when they tried to adjust their business to the decline in markets. Many a stockholder in a great, national, super big business has not received dividends for some time. The small businessman, in the same field, has been able to adjust himself to new situations as they arose and has continued to make some sort of return on his capital investment. Finally, small business will continue to exist as long as men and women are motivated by a desire to be their own bosses rather than salaried employees under orders from others.

### ECONOMICS II

## UNIT I—A FAIR EXCHANGE IS NO ROBBERY

### A UNIT APPROACH OF THE TEACHER

Exchange, the process by which ownership is transferred, has constantly adapted itself to changes in economic conditions. The primitive state of "Barter Economy" only continues in communities where business is very simple. The farmer's wife still trades in her eggs or garden stuff for the things she wants at the country store. The farmer is a great barterer. The horse trade, like most barter, results in one person losing in the transaction. This is because there is no homogeneity in things

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created by nature. Added to this possibility of dissatisfaction on the part of one of the bargainers is the loss of time and energy necessarily expended in such a transaction. Barter, however, always returns when the monetary system of a country becomes demoralized.

Gradually, some commodity which everyone wanted became recognized as the medium of exchange in that particular community. The type of commodities used for money changed as man advanced from the savage to higher stages of civilization. The savages of the Atlantic seaboard used wampum. One of these black shells was worth two of the white ones. The settlers dyed the white, black. The Indians gave up the use of wampum as a result of this fraud. The Hudson's Bay Company exchanged a gun for twenty beaver skins.

During the pastoral stage, livestock was used as money. Homeric poems state that the "Arms of Diomed" were worth nine oxen, while those of Glancos were worth one hundred. A woman captive at that time was worth only four oxen. In ancient German codes of law, fines and penalties were defined in terms of livestock. Students at Harvard paid their tuition for years with livestock and meat. In 1649 one student paid an old cow and another a goat which died later. Also in early Spanish California, cattle were used as money. Leather money was often used instead of the less convenient, cumbersome hides. This was customary in earliest Rome and Carthage. It also circulated in Russia as late as the reign of Peter the Great. In Spanish California, hides were known as "California bank notes."

During the agricultural period, all sorts of staple agricultural products served as money. In modern times, corn has been used in Norway and eggs in Switzerland and parts of Russia. Olive oil serves as a medium of exchange along some sections of the Mediterranean coast. Metals came into early use because of their portability,



homogeneity, and durability. Some of the most interesting coins are quite unique. The natives of the Belgian Congo use a copper cross of eight-inch spread weighing twenty-eight ounces and worth one wife. The largest coin ever minted was a Swedish ten-dollar piece coined in 1659. It was 14 inches long, 10 inches wide, and one-half inch thick and weighed 45 pounds. The reason for its existence was to create a market for copper. The smallest coin was minted in India in 1800. This tiny coin was one-eighth inch in diameter and contained one grain of gold. In A.D. 1000, China made her coins in the shape of the articles for which they were to be exchanged in the market. A coin shaped like a human body bought clothing; a spade purchased agricultural instruments; a razor blade was given in return for weapons and knives, and metal bells, boats, and slippers for other commodities. The Irish Republic used its coins to advertise some of the products of Ireland. Horses, hens, pigs, and other livestock were stamped on the face of various coins with this purpose in mind.

The monetary system of a country not only indicates its stage of development but also the degree of its wealth. In India, the Philippines, and China, the mass of the people still have too low a standard of living to use gold as their basis of money. In fact, silver is too expensive for most of their purchases. In China, a brass coin with a hole in the center called "cash" is used for everyday buying of commodities. On the other hand, modern industrial countries considered the possibility of establishing platinum as a monetary standard because gold was becoming too cheap for their standard of living. Russia experimented with platinum before the Great War I but found it impractical because of its great scarcity and the expense of coining a metal which melts only at very high temperatures.

Marco Polo brought the first paper money into Europe

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tentive audience asked intelligent questions, the bankers' nervousness vanished because of their earnest desire to clear away all confusion about banking.

The school benefited in another way, for this series of lectures brought into its working organization leading businessmen who knew little of what the school was really doing. These bankers were decidedly interested in the evidences of school government around them. They were impressed by the Rally Committee's dignified policing of the crowded halls. They liked the charming introduction of the student chairman to a class which seemed accustomed to this procedure.

The *unit* of exchange was divided into several problems. A brief outline of the methods used is also included:

### EXCHANGE

- (a) *Money is what money buys.* (Magazine articles add much to the interest of students in topic if read before the textbook material is entered upon.)
- (b) *Banks—creators of credit and facilitators of exchange.* (The bankers' lectures eliminate the need for either the teacher's introduction or the magazine material.)
- (c) *Foreign Trade.*
  - (1) A romance—the story of world trade. (Studied by book and magazine material, current and historical.)
  - (2) Foreign trade—a fascinating business. (The teacher gave a series of lectures which served instead of a text. There really is not enough available textbook material clearly explaining this subject in a manner which upperclass high-school students can understand.)
  - (3) They shall not pass. (Barriers to trade such as mercantilism and modern tariff embargoes were studied with the aid of the textbook and supplementary books and magazines.)

## UNIT II—DISTRIBUTION—THE DIVISION OF THE SELLING PRICE OF THE PRODUCT AMONG THE FACTORS OF PRODUCTION

Science has been applied successfully to the productive processes, and the wealth of the world has increased enormously since the Industrial Revolution.

In the last decade or so, various agencies have been educating the consumer in scientific spending. World-wide depression gave added impetus to this movement. Advertisers and merchants have been quick to recognize the possibilities offered by consumers' research and education of the buyer. As a result, the average consumer has been flooded with suggestions ranging from the food he should eat and the clothes to wear to the houses he should live in and the manner in which he should spend his leisure time.

Marketing of goods had become a complex, highly efficient business. The improvement of the agencies of transportation and communication did much to open the world markets to American products. On the other hand, foreign lands had enriched the American citizens' diet, houses, and wardrobes with their interesting, lovely products. Reciprocal trade agreements have made these goods possible for the man on the middle-class income.

Banks and other financial agencies have kept pace with industrial and commercial progress, supplying the means by which both large and small businessmen finance themselves.

In the field of distribution, however, there is much to be accomplished. This is especially true of secondary distribution. The individual, with his income, enters as a recipient of the return from one or more of the factors of production with which he has some connection. The social problems arising from maladjustment in the modern distributive process deal with the laborer and his

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wage rather than the more technical subjects of rent, interest, and profits, which we will study at the end of this semester's work.

Distribution tends to become a class problem because of the disparity between the incomes from labor, on the one hand, and the ownership of capital and land, on the other. The laborer is discontented because he sees owners of these other factors in production receiving more than he does and enjoying life on a higher plane than he is able to attain. He is not interested in the fact that he receives much more wealth and freedom than his forefathers ever did. He is moved by an overwhelming desire to improve the standard of living for his own generation.

The average worker has a very vague idea of the economic and social forces which, directly and indirectly, control his wages. He knows that the wage he receives is the price paid for his services, and that the law of supply and demand governs it. He has very little conception, however, of the manner in which all this is brought about. One of the valuable features of the study of economics in high school is that young people, like you, become intelligent citizens capable of constructively reforming certain maladjustments in the process of distribution.

Wages are, indeed, based fundamentally on the law of supply and demand, but the forces affecting this law are very complex. After all, demand for labor is the demand for the products of labor, and any change in the economic and social life of the community which influences the purchase of commodities will affect the laborers' wages. Millions more of cigarettes are sold annually because fashion and convention dictated that women might smoke. That fact reflected upon the number of workers hired in the entire tobacco industry from the tobacco grower to the maker of the finished package of cigarettes. This is but one example of the many changes which have created an increased, or decreased, demand for an old product of

labor. When you add to this all the new products in use today, you will have some conception of the difficulty involved in setting a wage.

Another element which influences the demand for labor is whether capital or land can be cheaply and readily substituted for it. A rise in the wages in a particular plant may result in the employer's buying an expensive machine to replace several of his workers. Farmers have often been driven by a shortage of efficient, reasonably priced agricultural workers to install machinery or to increase their land holdings in order to farm on a more extensive scale. Of course, there are fields where hand labor and human skill cannot be supplanted, but the great mass of the laborers of the world are not in this category.

The supply of labor is a more human problem, for the person of the worker is inseparable from his labor. The structure of the population, as well as its size, strictly limits the labor supply in any one field during that generation. Not only is the actual and potential supply of laborers the same at any given time, but this general supply is broken up into noncompeting groups doing definite tasks. These noncompeting groups are very rigidly fixed because laborers can usually shift from one occupation to another only at great loss of time, money, and whatever skill they may have acquired. Many teachers become successful doctors and lawyers, but only at the sacrifice of part of their lives in undergoing the new form of training, and in finding a new place for themselves in the community.

Some of the other influences affecting wages are regularity of employment, danger involved in a particular job, wages customarily paid for a special task, social esteem connected with a given occupation or profession, and the training and education required for a certain position. Just why the laborer receives the wage he does is still being debated by the theorists. Many of the older

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economists believed in the subsistence theory, or "Iron Law," of wages. Among other hypotheses put forth are the "Standard of Living Theory," "The Productivity Theory," and "The Bargain Theory." None of these is satisfactory although they have all some element of truth present in them. The wage that a laborer actually receives is determined by an agreement between himself and the employer. Under conditions where only individuals are involved in the wage contract, the wage is likely to be fixed closer to the minimum which the laborer will take than to the maximum which the employer will pay. In order to offset the employer's advantage in an individual bargain, labor has organized and collectively bargains for its services. The types of labor organizations, their history and activities, as well as laws governing them, will be studied under "In Union There Is Strength."

(This topic was introduced by outside book and magazine material covering all phases of the subject.)

\* \* \* \* \*

(Read to class)

### BROTHER CAN YOU SPARE A DIME

They used to tell me I was building a dream  
And so I followed the mob  
When there was earth to plow or guns  
to bear  
I was always there  
Right on the Job.

They used to tell me I was building  
a dream  
With peace and glory ahead  
Why should I be standing in line  
Just waiting for bread.

Once I built a railroad and made it run  
Made it race against time  
Once I built a railroad now it's done  
Brother can you spare a dime.



## *The Senior High School Tunes In on Our Times*

Once I built a tower up to the sun  
Brick and rivet and lime  
Once I built a tower  
Now it's done  
Brother can you spare a dime.

From *Musical Review Americana*  
HARBURG GARNEY

### UNIT III—UNEMPLOYMENT—THE FAILURE TO MAKE A WAGE CONTRACT

The fear of unemployment hangs over the head of the modern worker like the fabled "Sword of Damocles." Most of the selfish, reactionary policies adhered to by labor organizations are based upon this ever-present fear. They know that unenlightened employers still believe in the old theory of the labor reserve. This states that a large reserve supply of labor is necessary for industry in order to have plenty of workers available for good times. They perceive that, in spite of modern, trained personnel men and scientific managers, the best employers are forced to be more or less impersonal in their relations with labor. They realize that when a man applies for a certain job he is in a vulnerable position. He must have that job, or one like it, or suffer great hardships although the employer could find others who would satisfy him as well.

Employment is to a great extent a matter of luck. A man is indeed fortunate if he is hired by an up-to-date firm with modern machines and processes scientifically organized and an alert, active sales force backed up by clever advertising methods and intelligent sales policy. In spite of the Depression of 1929, certain clever or more fortunately situated manufacturers have added to their sales and have hired more men. In times of stress, the story is generally very different. The first factor to be

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cut down is labor because money can be saved more quickly thereby. Most manufacturing and commercial concerns are incorporated, and the demand of stockholders for dividends forces the manager of the factory to fire some of his employees. Often he does this, in spite of the fact that he knows it will eventually destroy the efficiency of his plant.

Another source of unemployment has become of increasing importance. Man's skill may not be needed any longer because machinery has been invented to replace it. In fact, machines have entirely replaced certain trades, and these men have been forced to join the already overcrowded ranks of unskilled workers. In time of depression, the farmer or businessman who goes bankrupt enters into competition with this labor. Thus, the labor market, which at best is badly organized, becomes thoroughly demoralized.

Such social remedies as society has so far contrived have not really solved this vital problem. Unemployment, like poverty, works in a vicious circle. A person who is unemployed cannot purchase the goods and services he previously did. The industries producing these articles find their market is curtailed and, in turn, lay off men or cut their wages. Again, the purchasing power of the community declines. More and more industries are affected until there is a general depression. No one has yet perfectly solved the problem of how to hasten the cyclical movement toward prosperity.

The unemployable are another side of the picture. Many of them are medical cases and should be placed in hospitals and mental institutions. Others must be rehabilitated and mentally reconditioned. This is more difficult, especially with adults. Some cannot stay in one place any length of time. A number of years ago there was a gentleman tramp who came to the same neighborhood every year. After his appearance for two consecu-

tive years, the housewives saved up odd jobs for him to do when he arrived. He returned regularly for quite a number of years, then disappeared. It is now very dangerous for a housewife to open her door to a stranger.

Others are only employed in the most prosperous times because they are unfitted for the work they are doing. Some men have no mechanical ability, and yet they have been forced into an industry where they are clumsy with any tool or machine. On the other hand, there are those who constantly leave their jobs because another position appears more attractive. These two types of workers increase the rate of turnover which is so costly to both industry and labor. In the normally prosperous year of 1913, Ford, who paid high wages, hired 54,000 men to keep 13,000 jobs filled. One skilled worker in the building trades was hired 108 times in 5½ years, working for 76 different contractors.

Sometimes, the habitually unemployed starts his career quite by accident. A contractor had hired a very skilled painter for a number of years at an excellent wage. One day the man quit his job without offering any explanation. A good while later, the contractor was approached by a panhandler. He recognized the beggar as his former, hard-working, reliable employee—the painter. On being threatened with arrest for vagrancy, he promised to return to work and has been a fine craftsman ever since. This was his story: One Monday he had forgotten to put money in his work-suit pocket. Really upset by his predicament, he had asked a passer-by for carfare. The man handed him twenty-five cents instead of the nickel. Next time the painter was short of money, he asked another person and was handed fifty cents. Being rather tired of sun and wind, turpentine, and hard work generally, he decided to quit his job and become a panhandler. He had made as much as ten dollars a day and never less than five dollars a day. During the first years of the depres-

sion, people were very sympathetic and generous to those who asked for a handout.

We must face the fact that there will always be some people who will not, or cannot, hold a job under the most prosperous conditions. Their number is comparatively small, and various existing social agencies can be expanded or improved for the purpose of taking care of them. On the other hand, society should bend every effort towards contriving some real remedy so that the overwhelming unemployment of the last decade will not be repeated.

The chief result of unemployment is poverty. This is the seat of the workers' fear of unemployment. This vital problem is going to be taken up as a corollary of unemployment.

\* \* \* \* \*

#### POVERTY

The most heartbreaking of all the social problems and the cause of many evils—physical, mental, and spiritual—was introduced by reading the following extracts from "The Song of the Shirt," written by Thomas Hood in 1843:

With fingers weary and worn,  
With eyelids heavy and red,  
A woman sat, in unwomanly rags,  
Plying her needle and thread—  
Stitch—stitch—stitch!  
In poverty, hunger, and dirt,  
And still with a voice of dolorous pitch  
She sang the "Song of the Shirt!"

"Work—work—work!  
While the cock is crowing aloof;  
And work—work—work  
Till the stars shine through the roof!"

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"Oh, men with sisters dear!  
Oh, men with mothers and wives!  
It is not linen you're wearing out,  
But human creatures' lives!  
Stitch—stitch—stitch,  
In poverty, hunger, and dirt,  
Sewing at once with a double thread,  
A shroud as well as a shirt.

"Work—work—work!  
My labor never flags;  
And what are its wages? A bed of straw,  
A crust of bread—and rags.  
That shattered roof, this naked floor,  
A table, a broken chair!  
And a wall so blank, my shadow I thank  
For sometimes falling there.

"Oh! but to breathe the breath  
Of the cowslip and primrose sweet—  
With the sky above my head,  
And the grass beneath my feet!  
For only one short hour  
To feel as I used to feel,  
Before I knew the woes of want  
And the walk that costs a meal!

"Oh, but for one short hour!  
A respite however brief!  
No blessed leisure for love or hope,  
But only time for grief!  
A little weeping would ease my heart;  
But in their briny bed  
My tears must stop, for every drop  
Hinders needle and thread!"

The problem was then carefully worked out, using texts, supplementary texts, current magazine material, and interesting nonfiction.

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### UNIT IV—PROTECT THE WEAK—THE WOMAN WHO TOILS AND THE CHILD WHO LABORS

(Write on board)

In this boasted land of Freedom  
There are bonded baby slaves  
And the busy world goes by and does not heed.  
They are driven to the mill  
Just to glut and overfill  
Bursting coffers of the mighty monarch greed.

ELLA WHEELER WILCOX

The Industrial Revolution which resulted in the gradual mechanization of most industries made it profitable to hire women and children in the factories and mines. Their hands were clever enough to handle the new machines, and they were easily managed. The employers paid them low wages and worked them longer hours than men would tolerate. In certain sections of England can be seen the effect of unregulated child and woman labor in the stunted figures and poor health of their descendants.

Years later when the Industrial Revolution spread to America, the same conditions appeared. In the first years of the crusade against child labor, those who profited by the enslavement of small children put forth the argument that industry needed them for the production of wealth which benefited the United States. Later, these same people shifted to the contention that work in factories, farms, and mines trained young people in the character-building habits of thrift and industry. In spite of all their lobbying and propaganda, Congress passed two acts seeking the abolition of child labor. Both acts were declared unconstitutional by the United States Supreme Court because labor came under the jurisdiction of the state and not the national Government.

In 1924 an amendment to the Constitution passed Congress which provided that "Congress shall have power

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men are opposed to national control because past experience has demonstrated the inefficiency and expense of such a course. They point out that no law can be enforced unless it is supported by public opinion. The state laws are more likely to succeed for this reason. The supporters of a policy of national control of child labor maintain that the states have proved themselves incapable of passing and administering worth-while, uniform legislation.

While the Child Labor Amendment has been under debate, however, conditions have been steadily improving. The United States census of 1930 showed only 21.7 per cent of the child laborers between ten and seventeen years of age were engaged in manufacturing and mechanical industries. This great shrinkage in the number of young wage slaves has been due to a great many factors. Many of the states have passed compulsory laws and child labor legislation. Intelligent manufacturers have come to the realization that children are not efficient laborers. Their normal activity is play, and this persists in some form even under the strict discipline of the factory. In addition, the growing child is clumsy, especially during the adolescent period. Materials are wasted or spoiled, tools are broken or lost, and the delicate, complicated, expensive machinery is ruined by these irresponsible workers. As a result, only the most inefficient, badly run factories employ them. Agriculture, however, still finds child labor profitable, for 45.5 per cent of the children at work in 1930 were in that industry. Unfortunately, this type of employment is very difficult to control as many of them work for their parents or neighbors or are members of migratory families.

While the states have been hesitating whether to place their approval on the Child Labor Amendment, the United States Government has been trying to abolish this evil by congressional acts. The N.I.R.A. gave the Federal Government temporary control of the situation. Codes passed

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under it in 1934 entirely abolished child labor for children under sixteen years of age and barred those under eighteen years from hazardous occupations. A few years later this law was declared unconstitutional. The Wages and Hour Bill of 1938 regulated child labor in all interstate industry. This law banned from labor children under fourteen years of age, except where employed by parents in work not detrimental to health and schooling. Between fourteen and sixteen years of age, they must have certificates from the Department of Labor. Children under eighteen years cannot work in hazardous occupations. According to the U. S. Children's Bureau of Statistics, this law appreciably reduced child labor in the United States within a short time after its passage. The American people will not have accomplished their task of destroying this terrible evil until child labor for children under fourteen years of age has been completely wiped out.

Of course, this will not eliminate certain types of tasks. Children should be allowed to work at jobs which are beneficial. This is true if they are learning a trade or being trained in some skilled line of work. Farm work, which trains young people for agricultural pursuits, falls in this category. The hours, however, should not be too long nor the work unsuitable for growing boys and girls. In modern, part-time high schools, the young student spends part of his day in practical application of his class training. He works in some industry under the supervision of the school department.

The woman worker is in a different position to that of the child. In her case, she must be protected while she works, not prevented from working. Most women are very weak bargainers, and so they are easily exploited. The greater part of the women workers, married or single, labor because of economic necessity.

The cotton mills were the first to hire women. Although



women then went into all kinds of industry, they were primarily interested in the shoe industry, the clothing trades, and food industry. Special legislation on wages and hours became necessary because it was evident that she could not protect herself sufficiently. As mothers of the future generation, it was essential to keep them from working too long under bad conditions and for too low a wage. In industries where men and women are engaged in the same tasks, the men have insisted on "equal pay for equal work," in order to protect their own wages. None of the minimum-wage laws have been able to force wages up to this standard set by organized labor. The only way women can hold certain jobs is to set a minimum wage lower than one acceptable to a man. The minimum-wage laws have justified themselves, in spite of the fact that there is a tendency for the minimum wage to become the maximum. At least, such laws keep employers from exploiting these women toilers who work because of sheer necessity. In 1937 the United States Supreme Court declared the Washington state law was constitutional. This decision made all states' minimum-wage laws for women constitutional. The other important safeguard was the limitation of her hours of work. Most states have passed eight-hour-day laws. The gain in efficiency and the decrease in accidents, as well as spoiled materials, has made this law popular with employers who manage their factories in a modern way. For it is a well-known fact that after eight hours accidents increase and efficiency decreases due to fatigue. The Wages and Hour Bill of 1938 extended the minimum wage and the shorter hours and working week to all workers in interstate industry.

Women, professional or semiprofessional workers, are also regulated to some extent. This is true of nursing, beauty-parlor operators, hotel servants, telephone operators, saleswomen, and clerical workers of all kinds. These women, as well as those practicing medicine, law,

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or teaching, rarely receive the same wage or advancement that the men do. Women have to fight hard for whatever extra pay or recognition they receive in a profession. When public opinion has been educated to the point where women are recognized as a necessary and permanent part of the working force of the nation, then, and only then, will she receive "equal pay for equal work" and equal chance for advancement.

### UNIT V—"SENTENCE FIRST—VERDICT AFTERWARDS"

(Written on the blackboard)

"Let the Jury consider their Verdict," the King said for about the twentieth time that day.

"No, No!" said the Queen. "Sentence First—Verdict afterwards."

"Stuff and nonsense!" said Alice loudly.

"The idea of having the sentence First!"

"Hold your Tongue," said the Queen turning purple.

"I won't!" said Alice.

"Off with her head!" the Queen shouted at the top of her voice. Nobody moved.

"Who cares for you?" said Alice. "You're nothing but a pack of cards!"

*Alice's Adventures in Wonderland*

LEWIS CARROLL

#### TEACHER'S PRESENTATION

This extract from Lewis Carroll's satirical description of the trial of the Knave of Hearts for stealing some tarts makes us think and wonder as Alice did about some of the travesties of justice taking place in modern criminal courts. Newspapers try many cases before they reach the courtroom. Public opinion sentences the de-

fendant first, and the verdict rarely deviates from this decision in spite of all the safeguards with which English and American law surround the prisoner. Even when cases are not so widely publicized and the trial has been more than fair, no real solution of the crime problem has been reached. Men and women go on endlessly committing crimes and being punished for them. Very few of those connected with their arrest and conviction have a clear conception of the forces in modern society which made these unfortunates into criminals instead of law-abiding citizens.

Although the character and number of crimes listed in lawbooks vary with the communities' degree of civilization and standards of conduct, the main forces which produce criminals are similar in every generation. Criminologists agree that there is no "born criminal," such as Lombroso wrote about. Heredity is recognized as only one of the many complex forces that contribute to an individual's adoption of a criminal career. Broken homes, crowded cities, intemperance, unemployment, and poverty with all of its terrible consequences are the most important reasons for young people entering crime. Most of the criminals are young men and women from nineteen to twenty-four years of age, of immigrant parentage, and living in large cities. Upon investigation of the older criminals, it was found that they generally started breaking the law when very young.

Most communities have a juvenile court, where expert judges and social workers salvage children who have transgressed against the law. Thomas Mott Osborne, Warden Lawes, and their followers maintain that the adult prisoners can also be made into useful members of society if the proper methods are employed. They urge that first offenders be placed on probation, because most jails and prisons are schools for criminals. The leader of the opposing school of penology holds that few adults

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can be reformed, and that fear of severe punishment is the only thing the criminal understands. This theory seems to be in the ascendancy, in spite of the success of certain modern prisons in the United States, because it appeals to people's natural fear of criminals and their desire for retribution.

Science has made splendid progress in the last twenty years in detecting and apprehending violators of the law. It would be exceedingly beneficial for society if science could be applied as successfully to the prevention of crimes. In order to accomplish this, justice must distinguish between the crime and the criminal. Crime must be attacked fearlessly and intelligently and destroyed at its source. The criminal should be treated as an unfortunate human being who can be cured. When he has shown evidence of reform, he should be paroled and assisted in reinstating himself again in society. None of this can be done, however, so long as we incarcerate men and women in jails and prisons which are medieval and barbarous in their structure and management.

The practice of the law is an old and honorable profession. No criminal is so degraded that he is denied the right to counsel in modern democracies. England divides the legal profession into barristers and solicitors, while America has only one type. The doctor and the lawyer have done much to make the world a better place in which to live. In fact, these are the only two professions whose members are tirelessly seeking to destroy the very things which make necessary the demand for their services. The modern attorney has a great opportunity to improve the community in which he lives, for Americans trust and respect his profession, conferring upon members of it the highest positions in the land. The study of crime from the viewpoint of the law, as well as that of sociology, may induce some of you to enter upon a legal career.

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The class then made a comparative study of English and American courts. The distinction between criminal and civil cases was brought out. The history of equity and law proved of interest because it was entirely new to most of them. The survey of the trial jury included such details as its history, powers, size, and some discussion of its present status. This was a subject about which they had quite incorrect preconceived ideas. The basis for appeal and the costs of appeal in American and English courts were contrasted. Certain writs—namely, the injunction, mandamus, and habeas corpus—were discussed. As a conclusion to this comparative survey they studied the different types of attorneys, their training, examinations, fees, manner of acting in a courtroom, and their position in the community.

As a result of this work, they expressed the wish to dramatize an English and an American court scene. Various committees carefully planned each of these projects in order that it be as accurate as possible. They found it was really much more difficult than they had imagined to present these mock trials properly. The class, however, enjoyed this project very much. They felt the trials had been very valuable because they helped them to understand the contrast between English and American courts much better than they had before.

### UNIT VI—IMMIGRANTS ALL—MAYFLOWER TO QUEEN MARY

All Americans are immigrants. The chief difference between them is the time of arrival and place of origin. The Latin phrase, *e pluribus unum*, upon our coin ably describes this situation. From many nationalities there is one nation.

Gradually, the Europeans wrested this vast continent from the original inhabitants—the Indians. As the set-

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tlers moved westward, they were faced with a shortage of labor and capital. This fact resulted in a warm welcome being extended to all immigrants. In 1799, however, the Federalists passed the first restrictive measures penalizing aliens in order to discourage poor people from entering the United States. The Federalists adopted this policy because they feared their loss of political control of the United States. The newcomers possessed very little money and, naturally, supported Jefferson's democratic principles rather than Federalist conservatism. Jefferson championed the cause of the immigrant in 1800 by denouncing the discriminating "Alien and Sedition Acts." The Federalists' defeat, at this time, was indeed fortunate for the future of America. A few years later the Louisiana Territory was purchased from the French and needed settlers for its development. Later, the new industries built up during the War of 1812 required trained artisans.

For many generations European strife and economic stress forced some of the finest people to migrate to America. Europe's loss was America's gain, for these Northern Europeans filled in the Middle West and moved onward across a wilderness of desert and mountains to the rich country acquired from Mexico. They continued to be welcomed to the West, where there was a great need for labor.

In the eighties the situation changed perceptibly. The West was almost completely settled, and the older sections of the country had a generous supply of labor for the factories and other industries. The type of immigrant had also changed during the latter part of the nineteenth century. The Southern Europeans gradually came to predominate in the stream of immigrants. They aggravated the problem by forming their own little communities in the large cities and competing with American labor. They were able to underbid the Americans because they could live more cheaply and were willing to work under con-

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ditions which American labor would not tolerate. The demand for restrictive measures became more insistent and widespread as the economic pressure of these added millions of workers began to be felt on all sides. Congress passed act after act without stemming the tide of cheap labor from Southern Europe. After the Great War I, the situation became so serious that a new type of restriction, known as the "Quota Legislation," was imposed. Ever since that time, Congress has worked on this basis, cutting down immigration to a small percentage of the number who would have entered the United States otherwise. However, the Depression of 1930-35 did what no legislation could ever accomplish. The tide of immigration swung back to the Old World, when in 1932-35 over one thousand more aliens emigrated than entered.

Thus, we see that the immigrant was welcome as long as there was a need for his labor and he did not compete with those already in this country. In the study of immigration, we must always keep in mind the fact that we owe a great debt to the many immigrants who built up this country.

\* \* \* \* \*

Educational philosophers continually ask the progressive teacher what objectives have been attained during the school year. A high-school course in Economics helps older students to participate intelligently in the activities of the modern world. This is essential because they will be called upon to carry on both as citizens and as public officials. The instructor cannot hope to solve their problems for them, but she can guide them to the truth, as she knows it, and show them a sound procedure for approaching new difficulties. They have learned that they can best serve their city, their state, and their nation by meeting each new crisis with an open mind and a courageous heart. The future of this country will be safe in

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the hands of these young people because they know certain basic economic principles which cannot be ignored by any government, no matter how well intended it may be. They perceive clearly that the issuance of cheap paper money or the return to bimetallism would cause untold misery for every American without having the desired effect of raising prices. An increased quantity of money cannot raise the prices of commodities or securities, if there is a low velocity of circulation. Furthermore, there can be no appreciable increase in the rapidity of circulation while so many millions of persons are unemployed and the more fortunate workers are uncertain about the duration of their jobs.

The teacher of Economics has sought to develop a social viewpoint on such current problems as crime, slum clearance, farm relief, poverty, child labor, social insurance, care of defectives, and immigration. These social problems are approached in a spirit of tolerance and sympathy. Although economics is defined as a science, an attempt is made to infuse a heart and soul into it as well.

Economics also serves as a vocational-guidance course. Many of these young people are undecided about what they can do after they leave high school. They have a feeling that most worth-while fields are already overcrowded, and that a long course of training would be wasted in the end. As there is always room at the top for the well-trained, conscientious person, information is given students concerning graduate schools of business administration at various colleges, colleges of commerce that prepare students for consular positions, as well as other jobs connected with foreign trade. Advertising has also many different types of work to offer. Marketing, transportation, communication, and finance need young, enthusiastic beginners to replace gradually those who have preceded them. Social-service opportunities are continually on the increase because of the awakening of



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the public conscience. It is also emphasized that, in a complex, modern community, doctors, nurses, lawyers, and engineers of all sorts become more and more indispensable. This vocational guidance is more valuable because the student heeds the advice most at the time when he is really interested in the answer.

There was one H12 boy in an Economics class who, having failed the course the previous semester, insisted upon returning to the same class and teacher because he had made up his mind to "show them he could do it." The year before he had entered the course with an entirely different attitude. He was a High Senior and expected to be passed on that fact alone. The teacher had vainly tried to arouse his interest in the subject and in his group in the class. Notices were sent home with as little effect. Fairness to those in class who had co-operated and done their work made it necessary that he be failed. He surprised everyone when he co-operated in every class activity. At the close of the term, he expressed himself quite frankly on the matter. "I surely enjoyed the subject of Economics this semester. I certainly learned my lesson in more ways than one. It was swell of you to allow me to take it over!" He had experienced the pleasure that comes from a task well done. He had discovered that really working on a subject under expert direction often makes it interesting. He had found he was more popular and respected in the class because he had won credits for the group and contributed more than his share to the ideas for interesting class projects. Being a really capable young person, he had prepared the required outside reading and reported upon it in such a manner that he held the close attention of the class. This gave him a sense of self-assurance and power that he had rarely experienced before. He had learned more than Economics in this class organized along democratic lines and using the best methods of progressive teaching.

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We hold these truths to be self-evident:

- (1) That we adhere to the "Doctrine of the Square Deal."
- (2) That an assignment is really a teacher's pledge to her class as to the limits of work she requires—no more and no less.
- (3) That the development of a skill in note taking is essential for efficient handling of outside reading and lectures.
- (4) That lectures should be given when the reading material is too complex, meager, or inaccessible to allow the class to develop the unit for themselves.
- (5) That the class enjoys the lack of repetition and extension of credit to all of them when the various students having the same report share in its recitation.
- (6) That Senior High School students are intellectually so curious and full of youthful enthusiasm that few artificial aids need be resorted to.

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## SUGGESTED OUTSIDE READING

### OUTSIDE READING

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## TEXTS

ABRAMS AND THURSTON: *World Geography*.  
 BRIGHAM AND MCFARLANE: *How the World Lives and Works*.  
 RUGG: *An Introduction to American Civilization*, Vol. I (Old  
 Edition).  
 RUGG: *Our Country and Our People*, Vol. I (New Edition).  
 SMITH: *Our Industrial World*.

### (Low 7-Z Group)

MCCONNELL: *Living in the Americas*.  
 MCCONNELL: *United States in the Modern World*.  
 WEBB, CAMPBELL, AND NIDA: *The New World*.

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BODELY AND THURSTON: *Old World Continents*.  
 PACKARD AND SINNOTT: *Nations as Neighbors*, Revised.  
 RUGG: *Changing Civilizations in the Modern World*, Vol. II (Old  
 Edition).

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STULL AND HATCH: *Our World Today*.

(High 7-Z Group)

ATWOOD, THOMAS: *Nations Beyond the Seas*.

MCCONNELL: *Living Across the Seas*.

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## TEXTS

BARKER, DODD, AND WEBB: *The Growth of a Nation*.

BURNHAM AND JACK: *America Our Country*.

CASNER AND GABRIEL: *Exploring American History* (Low and High 8).

HUNT: *New California the Golden*.

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RUGG: *The Conquest of America*, Vol. III (New Edition).

(Low 8-Z Group)

KELTY: *Story of the American People*.

MCGUIRE: *A Brave Young Land*.

NIDA: *Explorers and Pioneers*.

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# TEXTS

ADAMS AND ALMACK: *History of the United States.*

RUGG: *A History of American Government and Culture*, Vol. IV  
(Old Edition).

RUGG: *America's March Toward Democracy*, Vol. IV (New Edi-  
tion).

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KELTY: *Growth of the American People and Nation.*

MCGUIRE: *A Full-Grown Nation.*

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ARNOLD: *Co-operative Citizenship.*

CAPEN AND MELCHIOR: *My Worth to the World.*

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- WALLIS AND WALLIS: *Our Social World*.
- NIDA: *Dawn of American History*.

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